



Republic of the Philippines
Department of Education
DIGOS CITY DIVISION

Office of the Schools Division Superintendent
DIVISION MEMORANDUM

CID-2025- 162

To : Assistant Schools Division Superintendent
CID Chief
Education Program Supervisor (SNED/Kindergarten Focal)
Public Schools District Supervisors
School Heads
All Grade 1 Teachers

Subject : **TRAINING WORKSHOP: EQUIPPING GRADE 1 TEACHERS TO
SUPPORT LEARNERS WITH AUTISM, HEARING
IMPAIRMENT (HI), AND VISUAL IMPAIRMENT (VI)**

Date : May 23, 2025

The need for practical support in managing diverse learner needs, particularly for learners with Autism Spectrum Disorder, Hearing Impairment, and Visual Impairment is increasingly evident.

Teachers have expressed challenges such as managing behavioral manifestations of autism, maintaining classroom engagement for learners with sensory sensitivities, and adapting lessons for learners with limited hearing or vision.

To help address these concerns, a comprehensive training workshop titled "*Equipping Grade 1 Teachers to Support Learners with Autism, Hearing Impairment (HI), and Visual Impairment (VI)*" will be held on June 12, 2025, from 8:00 AM to 5:00 PM at the Division Conference Hall, Digos City.

The workshop is designed to enhance teachers' skills and confidence in effectively supporting these learners.

Attached are the training matrix and list of participants for your review.



Address: Roxas Street cor. Lopez Jaena Street, Zone II, Digos
City 8002
Telephone No: (082)553-8396 | (082)553-8376 | (082)553-9170
| (082)553-8375



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Service credits/Compensatory Overtime Credit shall be granted to the participants for the services rendered during Saturdays, Sundays, holidays or end of school year/summer (DepEd Order No. 53, s. 2003).

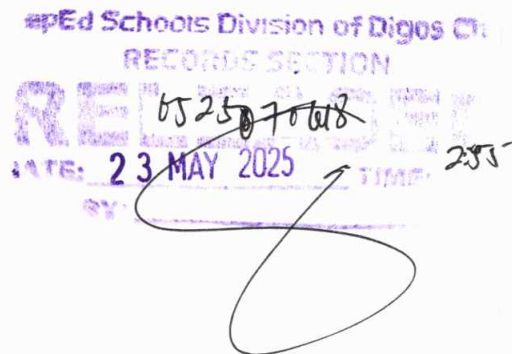
Food shall be charged to SNED downloaded PSF funds while travel and other expenses relative to the attendance of participants to the said activity shall be charged to school local funds, all subject to the usual accounting and auditing rules and regulations.

For immediate dissemination and compliance.

For and in the absence of the
Schools Division Superintendent

Cherrie Anne B. Bohol, 5/23/25
CHERRIE ANNE B. BOHOL
Education Program Supervisor-SGOD
Officer In-Charge

Enclosed: As stated
CID/zms



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Participants

ALL GRADE 1 TEACHERS

Management / Trainers		
No.	Name	School / Office
1	Beverly S. Daugdaug, EdD	SDO-CID
2	Zandria M. Sy	SDO-CID
3	Aellen Macasaet-Lao, Gen. Pediatrician	Digos City
4	Lourdes Angelica L. Famulagan	DiCNHS
5	Richilie N. Solis	RMCES
6	Betty B. Melitado	RMCES
7	Marites B. Pia	DiCNHS

Technical Working Group		
No.	Name	School
1	Reyzen O. Monserate	SDO-SGOD
2	Joel B. Gomito	SDO-SGOD
3	Ruben Evarretta	SDO-CID
4	Annie R. Alpanta	DMMES
5	Daisy C. Banzon	RMCES
6	Phyllisaide A. Biongan	DiCNHS
7	Rochel G. Habuhab.	DiCNHS



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Project Activity Plan (Project Proposal)

Program	Special Needs Education				
Activity Title	Equipping Grade 1 Teachers to Support Learners with Autism, Hearing Impairment (HI), and Visual Impairment (VI)				
General Objective	Enhance the capacity of Grade 1 teachers in effectively identifying, supporting, and accommodating learners with Autism, Hearing Impairment, and Visual Impairment within inclusive classroom settings.				
Specific Objectives	a. Familiarize teachers with the characteristics, learning needs, and behavior patterns of learners with Autism, HI, and VI; b. Train teachers in implementing inclusive teaching strategies and classroom modifications designed to the needs of learners with Autism, HI, and VI; and c. Equip teachers with basic communication tools and assistive technologies that support learners with sensory and developmental disabilities.				
Proposed Date	June 12, 2025				
Amount	Php. 42,000.00				
Source of Funds	School MOOE				
Items of Expenditures	Number of Pax Required	Unit Cost	Days Required	TOTAL	Source of Funds
Meals (lunch and 2 snacks)	120	300/day	1	Php 36,000.00	PSF
Honorarium (speaker)	1	2,000/hour	3 hours	Php 6,000.00	PSF
Total				Php 42,000.00	PSF
Rationale	<p>Early grade teachers are key players in ensuring that the foundation for life-long learning is established, particularly for pupils with special education needs. Despite this, many educators remain underprepared to effectively support learners with Autism, Hearing Impairment (HI), or Visual Impairment (VI).</p> <p>In the Division of Digos City, this challenge is evident: only two teachers are currently proficient in teaching Braille, four in sign language, and none of the Grade 1 teachers have received training in managing learners exhibiting signs of autism.</p> <p>This training aims to bridge these gaps by providing teachers with critical knowledge, practical skills, and the confidence to develop inclusive, gender-responsive, and learner-centered classrooms. It incorporates the teachings of Gender and Development (GAD) so that all the learners—despite ability, gender identity, or background—get equal opportunities to succeed. By equipping teachers with skills to address varied needs of children, this endeavor fosters an environment of inclusiveness and appreciation so that not a single child is left behind at the tender beginning of education.</p>				
General Methodology	In-Person				
Learning Facilitators	Beverly S. Daugdaug, EdD - CID Chief, Richilie Solis, MT II, Lourdes Angelical Famulagan, SPET III, Zandria M. Sy- EPS, Letty Melitado - Master Teacher 1, Marites Pia - SPET III				
Participants	Grade 1 Teachers				





Department of Education
Region XI
SCHOOLS DIVISION OF DIGOS CITY
Digos City




SCHEDULE OF ACTIVITIES

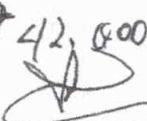
Date/Time	Session Objectives	Activity/ Session	Expected Outputs	Topic/ Content	Methodology	Person Responsible	Resources Needed
7:30-8:00	To register participants.	Registration	List of participants			TWG	Attendance Sheet
8:00-8:15	To conduct the opening program and leveling of expectations To answer the pre-test to determine the prior knowledge.	Opening program Pre-test	Leveling of expectations Scores in the Pre-Test	Teamwork	Face to Face Multiple Choice (Pre-Test)	Host/Emcee Reyzen O. Monserate, M & E -SEPS, Coordinator	Attendance Sheet, laptop, LCD Projector Paper and pencil test
8:15-9:00	To introduce the principles and importance of inclusive education.	Session 1: Overview of Inclusive Education in the Early Grades	Brainstormed definitions and inclusive practices.	Definition of inclusive education, Philippine legal basis (e.g., RA 10533, RA 7277), benefits, and challenges.	Lecture-Discussion	Zandria M. Sy, EPS-SPED Focal	Slide decks, laptop, LCD Projector
9:00 - 9:45	To explain the local context and need for equipping teachers.	Session 2: Rationale for Addressing Autism, HI, and VI in Grade 1	Participants' reflections on current practices.	Number of trained teachers, barriers to inclusion, need for early intervention	Lecture-Discussion	Beverly S. Daugdaug, CID Chief	Slide decks, laptop, LCD Projector
9:45-10:00	BREAK						
10:00-11:00	To identify common characteristics and needs of learners with autism.s	Session 3: Understanding Autism Spectrum Disorder in Young Learners	Checklist of signs; group notes on behavioral indicators.	Signs and symptoms, communication and behavior patterns, myths, and basic classroom considerations.	Lecture-Discussion	Aellen Macasaet-Lao, Gen. Pediatrician	Slide decks, laptop, LCD Projector
11:00 - 12:00	To demonstrate effective classroom strategies for engaging learners with autism.	Session 4: Strategies for Teaching Children with Autism	Teaching strategies list; adapted sample lesson plan.	Structured routines, visual schedules, use of timers, sensory-friendly environments, parent-teacher collaboration.	Lecture-Discussion	Aellen Macasaet-Lao, Gen. Pediatrician	Slide decks, laptop, LCD Projector
LUNCH							
1:00 - 2:30	To provide basic techniques and tools for teaching learners with hearing loss.	Session 5: Supporting Learners with Hearing Impairment (HI)	Role-play of sign language; seating plan.	Types of HI, classroom positioning, basic Filipino Sign Language	Lecture-Discussion	Richilie Solis, MT II Marites Pia, SPET III	Slide decks, laptop, LCD Projector



				instructions.			
30 - 4:00	To introduce accessible strategies and tactile resources for learners with VI.	Session 6: Supporting Learners with Visual Impairment (VI)	Sample visual aids and tactile tool plans.	Types of VI, seating arrangements, use of contrast, tactile tools, and introductory Braille techniques.	Lecture-Discussion	Betty Melitado, MT I Lourdes ANGelical Famulagan, SPET III	Slide decks, laptop, LCD Projector
00 -4:30	To answer the post-test to determine the prior knowledge	Post-Test	Scores in the Post-Test	Technology and its application	Multiple Choice (Post-Test)	Reyzen O. Monserate, M & E -SEPS, Coordinator	Paper and pencil test
30 - 5:00	Closing Program						


pared by:


NDRIA M. SY
S- SNeD
te: May 13, 2025

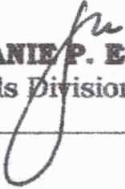
Funds Available: ₱ 42,000.


NEPTUNE L. TAMBILAWAN
AO IV - Budget Office
Date: 5/15/25

commending approval:


VERLY S. DAUGDAUG, EdD
ief Education Supervisor-CID
te: _____

Approved:


MELANIE P. ESTACIO, PhD, CESO VI
Schools Division Superintendent
Date: _____