



Republic of the Philippines  
**Department of Education**  
REGION VIII - EASTERN VISAYAS

June 26, 2020

**REGIONAL MEMORANDUM**

No. **330**, s. 2020

**DEVELOPMENT OF PARENTS' TEACHING GUIDES FOR  
LEARNERS WITH DISABILITIES (LWDs)**

To: Schools Division Superintendents  
All Others Concerned

1. As part of the implementing measures to realize the Learning Continuity Plan (LCP) for the Special Education (SPED) Program and address the challenges of providing accessible and inclusive education to all learners despite the pandemic, this Office, through the Curriculum and Learning Management Division (CLMD), directs the Schools Division Offices to develop teaching guides intended for parents, guardians, and other responsible individuals who shall serve as temporary learning facilitators for the Learners with Disabilities (LWDs) while the face-to-face learning modality is still suspended and the delivery of the lesson exemplars for SPED is yet to be made.
2. These materials, called the Parents' Teaching Guides (PTGs), shall be anchored on the modified and contextualized K to 12 Curriculum for the Graded LWDs and the Specialized/Transition Curriculum for the Non-graded LWDs.
3. Due to the nature and unique requirements of each disability or exceptionality that also varies among individuals, each Schools Division shall develop only PTGs which cater to their enrolled or existing learners. The developed PTGs shall then undergo a validation or quality assurance at the Division prior to their submission to the Regional Office. Once done, the materials shall be compiled into one learning resource package and shall be added to the collection of the Regional Library, ready for sharing and utilization in the field.
4. The Schools Division Superintendents, through the Division SPED Supervisors, should see to it that a qualified team of SPED teachers or teachers handling SPED learners are tapped in the development of new materials or conversion of existing lesson exemplars into simple, practical teaching guides that parents or other learning facilitators at home can use despite their limited knowledge on special education. The names of the teacher-writers from the Division should be submitted using the template found in Enclosure C to [clmd.region8@deped.gov.ph](mailto:clmd.region8@deped.gov.ph) not later than July 10, 2020.



5. To ensure the development of quality and practical PTGs, the teachers who shall be included in the activity should meet the following criteria:
  - a. **SPED Teacher** who has handled one or more types of disabilities for at least three years or **Receiving Teacher** who has handled one type of disability for at least five years;
  - b. Attendance to SPED or other relevant trainings/courses in the past five years;
  - c. Good command of the language which will be used as the medium of instruction;
  - d. Good health;
  - e. Access to the mobile technology, internet, or other remote means of communication;
  - f. Access to a safe working environment; and
  - g. Commitment to work or duty.
6. For simplicity, the PTGs should be translated to Filipino, Waray, Bisaya or any local dialect that parents are familiar with and should be designed to be concise and user-friendly.
7. A sample Parents' Teaching Guide and the content standards that will be used for its development are also attached to this Memorandum as reference. However, the Schools Divisions are not barred from developing their own interventions for learners with special needs and that the materials contained herein may be enhanced or modified as long as the output will not defeat the purpose of simplifying the delivery of quality education to the said learners.
8. Immediate dissemination of and compliance with this Memorandum are desired.

  
**RAMIR B. UYTICO EdD, CESO IV**  
Director IV 

Enclosures: A. Content Standards for the Development of the PTG  
B. Sample Parents' Teaching Guide (PTG)  
C. List of the Division Teacher-Writers of the PTG  
References: CLMD LCP/Roadmap

To be indicated in the Perpetual Index under the following subjects:

LCP                      LRs                      LWDs      SPED                      TEACHING GUIDE

CLMD-DME

### CONTENT STANDARDS FOR THE DEVELOPMENT OF PARENTS' TEACHING GUIDE

<b>I. LESSON TITLE</b>	<i>This part gives the specific title of the lesson which may also mention the skill or learning competency.</i>
<b>II. LESSON OBJECTIVE(S)</b>	<i>This part states the specific objectives of the lesson in behavioral terms. The objectives are also crafted following the "SMART" (specific, measurable, attainable, result-oriented, and time-bound) principle.</i>
<b>III. LESSON STRATEGIES</b>	<i>This part of the guide gives the strategies and techniques employed to deliver the lesson.</i>
<b>IV. LESSON MATERIALS</b>	<i>This part of the guide enumerates all the materials and equipment that will be used to carry out the lesson.</i>
<b>V. LESSON PROCEDURE</b>	<i>This part consists of three main steps that are further divided into sub steps reflecting the common parts and sequence of a lesson plan. The procedure must be reduced to a minimum so that parents or other learning facilitators will find it simple and easy to follow. Instructions and notes should be very clear and concise.</i>
A. Preparation	<i>This part of the guide covers all preparatory activities before the main lesson is presented. This may include a motivation or review of existing knowledge that will enable the learner to be ready for new learning.</i>
B. Presentation	<i>This is the part of the lesson where the important concepts or skills are conveyed to the learner.</i>
C. Application	<i>This part may consist of guided and independent practice and all other activities that help the learner(s) understand or acquire the skill. This part ends with the evaluation to check if the objectives of the lesson have been carried out.</i>
	<i>Note: The language of instruction may be translated to or written in Filipino, Bisaya, or any local dialect if needed.</i>

Enclosure B to Regional Memorandum 330, s. 2020

## SAMPLE PARENTS' TEACHING GUIDE (PTG) FOR LEARNERS WITH DISABILITIES

SUBJECT/AREA: Intellectual Disability (ID)

QUARTER: \_\_\_\_\_

<b>I. LESSON TITLE</b>	<b><i>Unbuttoning and Buttoning Clothes</i></b>
<b>II. LESSON OBJECTIVE(S)</b>	<i>At the end of the lesson, the learner(s) should be able to button and unbutton a shirt independently and correctly.</i>
<b>III. LESSON STRATEGIES</b>	<i>Demonstration/Modeling</i>
<b>IV. LESSON MATERIALS</b>	<i>Different shirts with buttons of varying sizes and number of buttons Improvised photo booth Camera or camera phone Prizes (candies, chocolate, ribbons, etc.)</i>
<b>V. LESSON PROCEDURE</b>	
A. Preparation	<i>Have the learner(s) watch or participate in an obstacle race with other family members. The participants of the game will be required to button and unbutton a shirt or jacket to reach another station.</i>
B. Presentation	<i>1. Demonstrate the proper unbuttoning and buttoning of a shirt, emphasizing the key steps or process. 2. Ask the learner that you will do the unbuttoning and buttoning of your shirts or jackets together.</i>
C. Application	<i>1. Ask the learner to do the unbuttoning and buttoning of shirt by himself or herself as an exercise. 2. Set up an improvised photo booth. Have learners pick jackets/shirts that they can wear for a photoshoot. Have them pick other jackets/shirts and take their pictures.</i>

Enclosure C to Regional Memorandum 55, s. 2020

**LIST OF THE DIVISION TEACHER-WRITERS OF THE PARENT'S TEACHING GUIDE (PTG)**

Division of \_\_\_\_\_

<b>NAMES OF WRITERS</b>	<b>POSITION</b>	<b>SCHOOL</b>	<b>CONTACT NUMBERS</b>	<b>E-MAIL ADDRESS</b>

Prepared by:

Noted:

\_\_\_\_\_  
Division SPED Supervisor

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Schools Division Superintendent