



REPUBLIKA NG PILIPINAS
REPUBLIC OF THE PHILIPPINES
KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS
DEPARTMENT OF EDUCATION, CULTURE AND SPORTS
DECS Complex, Meralco Avenue
Pasig City, Philippines



*Sama-Sama
sa DECS*

*Tanggapan ng Kalihim
Office of the Secretary*

October 5, 1999

DECS ORDER
No. 108, s. 1999

**STRENGTHENING OF SPECIAL EDUCATION PROGRAMS
FOR THE GIFTED IN THE PUBLIC SCHOOL SYSTEM**

To: Bureau Directors
Regional Directors
Schools Superintendents
Private Elementary and Secondary School Principals

1. Pursuant to DECS Order No. 26, s. 1997 "Institutionalization of Special Education Programs in the Public Schools", the Special Education Division of the Bureau of Elementary Education recognizes the need to strengthen the SPED programs for all the gifted in all school divisions of the country.
2. Studies reveal that 2% of any given population are gifted and/or talented. For the SY 1998-1999, the total enrolment in the public and private schools is 12,474,886. With this figure, an estimated 249,497 are gifted but enrolment records show that only 60,531 gifted and talented children are provided with educational services responding to their potentials, hence, a need to beef up the organization of classes for the gifted.
3. To ensure the provision of appropriate programs to the gifted/talented children, standard procedure shall be followed. The procedure is provided in Inclosure No. 1.
4. Regional directors and schools superintendents are enjoined to support the organization of classes for the gifted/talented children. The SPED Division of BEE shall provide technical assistance to schools in the management of programs for the gifted.
5. Immediate dissemination and implementation of this Order is desired.

Andrew Gonzales
ANDREW GONZALES, FSC
Secretary

Incls.: As stated.

Reference: DECS Order: (No. 26, s. 1997)

Allotment: 1--(D.O. 50-97)

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

CLASSES

POLICY

SPECIAL EDUCATION

(Inclosure No. 1 to DECS Order No. 108, s. 1999)

Guidelines on the Program Provisions for the Gifted

SCREENING AND IDENTIFICATION

1. Children belonging to the 10% of the total grade population should strictly undergo screening and identification by the SPED Division Assessment team of trained SPED teachers. This should be done preferably two (2) months prior to the opening of classes for the next school year. In the screening and identification procedure, the following should be utilized:
 - Teacher Nomination and Referral (Refer to Inclosure No. 2)
 - Parent Nomination (Refer to Inclosure No. 3)
 - Interview
 - Results of Regional / Division / District / School Achievement Tests
 - Awards/Commendations Received
 - Grade Point Average of the Scholastic Rating for the Last Three Years
 - Creativity Tests
 - Standardized Psychological Tests

2. A scheme on ranking pupils based on the data gathered from the screening should be devised to come up with the prescribed number of student to comprise a class of a minimum of 30 and a maximum of 35 only. In cases where there are not enough gifted/talented pupils to compose a class, possible alternative models should be planned such as those mentioned below:
 - 2.1 Acceleration
 - Grade Acceleration/Grade Skipping
 - Grade Telescoping
 - 2.2 Ability Grouping
 - Special Class/Self Contained Class
 - Modified Special Class
 - Pull-Out Program
 - Special Schools

 - 2.3. Enrichment

PROGRAM MODELS

1. The school principal, SPED teachers, grade chairmen, master teachers and Division Supervisors In-Charge of SPED shall cooperatively plan the program.

2. The school should decide on the specific program provision it shall adopt considering assessment result and the resources available.

3. Alternative program options which can be planned to address the highly gifted and the nurture of multiple intelligence among the gifted include advanced study, putting up of learning centers, mentoring, seminars and training.

CLASS PROGRAMS / GRADING SYSTEM / SELECTION OF HONOR PUPILS

1. Schedule of classes and time allotments per learning area may be arranged locally between and among SPED teachers and administrators subject to the approval of the Division and Regional Offices.
2. The grading system for the gifted/talented follows that of the regular classes as embodied in DECS Order No. 66, s. 1995 and DECS Order No. 80, s. 1993.
3. To determine honors in the classes for the gifted/talented, all pupils are to be ranked based on their performance in all the learning areas. The number of honors or ranks may be 5 or 10 (1st to 5th or 1st to tenth places) depending upon the consensus of the SPED teachers and administrators and subject to the approval of the Division and Regional Offices. However, consistency in the number of honor pupils through out the years should be taken into consideration. However, MECS Order No. 44, s. 1983 should be used to determine honor pupils in the graduating class.
4. Policies, as a result of the proposals and recommendations concerning class programs, grading system and selection of honor pupils may be formulated and locally implemented to develop consistency. The policies formulated should be properly disseminated to all teachers including the regular class teachers and the parents.

QUALIFICATIONS OF TEACHERS FOR THE GIFTED/TALENTED

1. All personnel involved in the education of the gifted are expected to have adequate and appropriate educational background and training as follows:

1.1. Education and Experience

Special education teachers for the gifted should have at least the following educational qualifications:

- Master's degree in Special Education major in giftedness
- Certificate in Teaching (Special Education major in Giftedness)
- BSEED or BEED plus 18 graduate units in special education in the area of giftedness
- BSEED or BEED plus 16 graduate units in special education (giftedness) with 2 years of very satisfactory experience in regular schools

Or plus 14 units in SPED (giftedness) with 4 years experience

Or plus 12 units in SPED (giftedness) with 6 years experience

1.2. Civil Service Eligibility

For security of tenure of SPED teachers for the gifted and other personnel, the possession of an appropriate civil service eligibility is generally required.

2. In the absence of qualified teachers, equivalent experience and/or training in handling the gifted and demonstrated commitment may be considered in lieu of the qualifications specified above.
3. Teachers and other personnel working with gifted children should be regularly provided with in-service training and other training opportunities to ensure upgrading of staff competencies
4. Training program for SPED teachers for the gifted and personnel may be conducted at the national, regional, division, district or school levels.
5. The hiring rate of special education teachers for the gifted should be at least two ranges higher than that of the regular teachers.
6. Incentives that may be given to special education teachers for the gifted include the following:
 - 6.1. Awards for consistent outstanding performance for at least 3 consecutive years
 - 6.2. Priority in recommendations to scholarship in Special Education particularly in giftedness
 - 6.3. Attendance in conferences, seminars and workshops on education of the gifted and related areas
 - 6.4. Participation in observation-visits of special education programs for the gifted at the national, regional and international levels.

COMPETENCIES OF TEACHERS FOR THE GIFTED

Teachers play a very important role in the development of the potentials of the gifted. The following are competencies expected of teachers for the gifted. These competencies are over and above those of good and competent teachers for regular children.

1. He / She must have mastery and expertise in the subjects he/she is teaching.
2. He / She must have a wide range of interests and skills and familiarity with various areas of knowledge.
3. He / She must be able to ask stimulating questions and suggest references or sources for further exploration of a particular topic.
4. He / She must be able to use creative teaching strategies/techniques to enrich curricular experiences to suit the gifted learners' interests and abilities.
5. He / She must be flexible enough to adjust and deviate from pre-arranged teaching in order to take up a new lesson.
6. He / She must have a good sense of humor.
7. He/She must have an inquiring mind and enthusiasm for learning and he/she should be able to develop these among his/her gifted pupils.
8. He / She must have knowledge and understanding of the characteristics and needs of the gifted learners and should have good rapport with them.
9. He / She should be a risk taker and creative or divergent thinker.

(Inclosure No. 2 to DECS Order No. 108, s. 1999)

10. He / She should be highly committed to his/her work with gifted learners.

Teacher Nomination and Referral

Direction : Write the name of the pupil which best suits each of the descriptions.

1. Most creative and original

The child who consistently comes up with the most unique and original ideas
(Name of Pupil) _____

2. Most scientifically Oriented

The child who uses a systematic, scientific and logical way of solving problems
(Name of Pupil) _____

3. Best in Mathematics

The child who consistently performs very well in such activities and tasks as computation, problem solving, mathematical puzzles or games and examinations in Mathematics.
(Name of Pupil) _____

4. Best Performer

The child who demonstrates superior talent in drawing, painting, singing, acting or playing any musical instrument.
(Name of Pupil) _____

5. Leader in Organizations

The child who is consistently elected officer in school organizations.
(Name of Pupil) _____

6. Child Most Liked by Others

The child everybody wants to be with.
(Name Of Pupil) _____

7. Orator/Debater of the Year

The child who consistently participates and wins in declamations, oratorical contests or debates in and outside the schools.
(Name of Pupil) _____

8. Outstanding In Sports Activities

The child who excels in any activity and/or wins an award or prize in any sports event.

(Name of Pupil) _____

9. The Creative Thinker

The child who has creative or unique ideas and solutions to problems.

(Name of Pupil) _____

10. The Creative Writer

The child who writes creative and original poems, short stories, essays and/or has won awards in writing contests.

(Name of Pupil) _____

11. Outstanding in Manipulative Skills

The child who possesses very superior skills in mechanical activities, handicrafts and the like.

(Name of Pupil) _____

Teacher

SCORING

The pupils' names are listed and ranked according to the number of times their names are mentioned. Those pupils whose names are mentioned at least three times are probable gifted pupils. They should be subjected to other identification tools such as IQ tests, creativity tests and achievement.

(Inclosure No. 3 to DECS Order No. 108, s. 1999)

Parent Observation/Nomination

PARENT QUESTIONNAIRE

Direction : Please answer each of the following questions as honestly and as accurately as you can.

1. What are your child's special hobbies or interests? (Please describe briefly)

2. What are your child's reading interests, such as the kinds of books he enjoys reading or being read to him?

3. What are your child's special talents? (Please describe briefly)

4. What are your child's special interests other than reading?

5. What does your child prefer to do when he is alone?

6. What special opportunities have been providing to your child such as trips, music lessons, dance lesson, etc.?

7. What are your child's special needs and concerns?

Note: It is suggested that teachers conduct follow-up interviews in order to prove and clarify further, the answers of parents to the questionnaire.

CHECKLIST FOR PARENTS

Name of Child : _____

Direction : Put a check mark (✓) on the appropriate column that tells the age at which your child manifested the following development tasks.

TASKS	AGE					
	1	2	3	4	5	6
1. Read books						
2. Wrote his or her name						
3. Identified basic colors						
4. Added or subtracted numbers						
5. Wanted to be told stories						
6. Disliked repeating the same work/task						
7. Discussed such topics and religion with adults						
8. Acquired toilet training						
9. Said his/her first word						
10. Started walking						
11. Became observant of things around him/her						
12. Recognized letters of the alphabet						
13. Memorized poems						
14. Was able to let other children follow him/Her						
15. Reasoned out the basis for his/her action						

CHECKLIST FOR PARENTS

Name of Child : _____

Direction : Please put a checkmark (✓) in the appropriate box which applies to your child.

1. In which of the following areas is your child talented or gifted? Please check.

- Singing/playing a musical instrument
- Drawing/painting
- Creative writing
- Creative manipulation of objects
- Dancing
- Computation
- Speed reading
- Dramatics
- Others (Please specify) _____

2. Which of the following activities could your child perform by himself/herself at the age of two or earlier? Please check.

- Dressing
- Feeding
- Toilet training
- Writing
- Counting
- Exploring
- Others (Please specify) _____

3. Which of the following responsibilities could your child do well at the age of two or earlier?

- Keeping his/her things/toys in order
- Taking care of his/her young siblings
- Making his/her bed
- Keeping his/her bedding
- Looking for things he/she needs like clothes, slippers, shoes by himself
- Following simple directions like "tomorrow you have to wake up early", etc.
- Helping in whatever mother or father is doing
- Expressing clearly what he/she wants
- Others (Please specify)

4. Do you think your child is superior or gifted?

- Yes No

5. What proofs or evidences can you give which make you think your child is superior or gifted? _____