




SEP 18 2009

DepED O R D E R
No. **99**, s. 2009

ORGANIZATION OF HEADSTART CLASSES FOR THE GIFTED
AND TALENTED PRESCHOOLERS

To: Bureau Directors
Regional Directors
Schools Division/City Superintendents
Heads, Public Elementary Schools

1. The pursuit of excellence is an integral goal of the educational system. Consequently, qualitative and relevant education program and services for the gifted and talented pre-schoolers are the basic aspects of the Headstart Program.
2. The Headstart Program for the Gifted and Talented Preschoolers in Public Elementary Schools is a preparatory program for 4-5 years old children who manifest superior intelligence beyond their chronological age. The program provides appropriate educational services, train teachers, administrators and supervisors on the early identification of gifted and talented preschoolers, and develops an enriched curriculum that nurtures, challenges and hones the multiple intelligences of these children, imbued with desirable values.
3. The main goal of the program is to ensure that all gifted and talented preschoolers are given the necessary support to attain the highest standard of achievement that matches with their abilities, intelligence and skills. Specifically, the program aims to:
 - a. offer the services for the mastery of the basic skills and development/enhancement of the multiple intelligences at a pace and depth appropriate to the capabilities of the gifted and talented preschoolers;
 - b. provide an environment that encourages and challenges the gifted preschoolers in the development of creativity, originality, fluency, flexibility and elaboration in their thought processes; and
 - c. provide opportunities for the gifted/talented preschoolers to explore and develop their unique abilities.
4. The program which was piloted in March 2006 has organized 44 classes with 1,600 pupils. This year 2009, during its Orientation on the Expansion of the Headstart Program, 45 new classes are expected to be organized by the teachers, schoolheads and supervisors who attended the activity.
5. Enclosed are the Guidelines on the Organization of the Headstart Program; Flow Chart on Recruitment, Screening and Identification; Steps for the Recruitment, Screening, and Identifying the Gifted and Talented Preschoolers; and Headstart Form Nos. 1 to 3.
6. Immediate dissemination of and compliance with this Order is directed.


RAMON C. BACANI
Undersecretary
Officer-in-Charge

Encls:

As stated

Reference:

None

Allotment: 1—(D.O. 50-97)

To be indicated in Perpetual Index
under the following subjects:

CLASSES
PRESCHOOL EDUCATION
PROGRAMS
PUPILS
SCHOOLS
SPECIAL EDUCATION

Sheila, MPPD-TS, DO Headstart Classes for the Gifted
September 16, 2009

GUIDELINES ON THE ORGANIZATION OF THE HEADSTART PROGRAM

The guidelines in the organization of the Headstart Program follow that of the regular preschool program as stipulated in DepEd Order No. 106, s. 1989 (Standards for the Organization and Operation of Preschools) except that it uses an enriched curriculum intended for the gifted and talented preschoolers.

A. *Selection of Preschool Teachers (In reference to DepEd Order No. 57, s., 2007, Guidelines on Hiring and Deployment of Preschool Teachers)*

1. The applicant must be LET/PBET eligible, not more than 45 yrs. Old, computer literate and has obtained any of the following degrees:
 - BS in Preschool Education or
 - BEd major in Preschool Education/Early Childhood Education (ECE) Special Education or
 - BS Psychology with at least 18 units in Preschool Education or
 - BEd with 21 units in Preschool Education/Early Childhood Education/SPED
 - BEd with specialized training in Preschool Education or SPED for the gifted/FL and Talented.
 - BEd major in Teaching Early Grades
 - BEd with 21 units in Early Childhood Education or Preschool/SPED
2. Teacher-Applicants with teaching experience in handling classes for the gifted/FL or Talented must be given preference/priority.
3. Shall possess the characteristics of an effective teacher for the Gifted Learners (Chapter VI of the Handbook - The Headstart Teacher)

B. *Organization of Preschool Classes for the Headstart Program*

Advocacy

1. The conduct of advocacy activities/public information campaign for the Headstart Program shall be done as early as *January* of the current school year.

Screening and Identification

2. The screening and identification of prospective Headstart enrollees/preschoolers should be done as early as **March** of the current school year following the Screening and Identification Procedure. (Please see Inclosure No. 2)
3. Instrument and procedure used in data collection must be valid and reliable for their intended use.
4. The headstart teacher may recommend the exceptional children for acceleration to Department of Education Central Office through channels .

Grading System

5. Descriptive grading system with numerical equivalent shall be used. Exceptional children however, shall have Individualized Educational Plan.

Acceleration

6. Decision to proceed to limit the grade acceleration must only be considered after a thorough assessment.

Graduates of the Headstart class now compose the Fast Learners for Grade I Class.

Class size

7. A Headstart class shall be composed of minimum of 15 and a maximum of 25 pupils.

Orientation

8. Orientation of parents of Headstart Preschoolers shall be done in April of the current school year following the suggestions for the conduct of orientation day and giving emphasis to the ABCs for Parent Involvement (Chapter VII of the Handbook – Parents and Stakeholders)

Teacher

- a. The Headstart Teacher shall use the enriched curriculum in teaching the gifted/fast learners/talented.
- b. Teacher aid maybe hired to assist the Headstart teacher if feasible.

- c. The teacher shall handle two classes /sessions a day. However, if only one class is organized, he or she may be given load in the regular preschool as the case maybe.

SPED Centers

10. SPED centers with programs for the gifted/talented/fast learners shall organize a Headstart class/classes.
11. Regular schools with SPED programs and services for the G/FL and Talented are also encouraged to organize Headstart class/classes.

C. Roles and Functions

1. DepEd Central Office

- a. Releases funds for instructional materials/work texts for the headstart classes

2. Regional Offices

- a. Implement the program to the Division level
- b. Supervise and monitor the program implementation
- c. Evaluate/Assess the program in the different divisions
- d. Submit accomplishment report to the central office on the last week of April of every school year

3. Division Offices

1. Hire teachers for Headstart classes and conduct orientation – training to Headstart teachers.
2. Supervise Headstart classes
3. Monitor if instructional materials are distributed and properly utilized.
4. Submit accomplishment report to the Regional Office on the second week of April

RECRUITMENT, SCREENING AND IDENTIFYING THE GIFTED AND TALENTED PRESCHOOLERS

STEP 1

Recruitment – A division memorandum from the Division Superintendent will be issued to the field for dissemination re: recruitment, screening and identification of gifted and talented preschoolers. Recruitment of pupils from the different barangays, public and private preschools, Day Care centers will be done through day care and preschool teachers. Any child who exhibits exceptional ability in any academic or non-academic areas (arts, music, leadership skills, social skills, etc.) may be considered in the recruitment of the gifted and talented preschoolers.

ENTRY REQUIREMENTS

1. Submission of a duly accomplished information sheet with 2 x 2 picture of the child
2. Birth Certificate
3. Medical/Dental Record
4. Accomplished Parent's Checklist / Questionnaire on Identifying Gifted and Talented Preschooler

The Recruitment Committee shall be composed of the SPED Supervisor, guidance counselor, principal, key teacher, and a SPED teacher.

STEP 2

Screening – screening of prospective gifted and talented preschoolers shall be done by the Screening Committee composed of the SPED Supervisor, guidance counselor, and selected key teacher and SPED Teachers. Information sheet and other pertinent papers submitted will be evaluated. Interview of prospective gifted and talented preschoolers will be conducted based on the papers submitted.

STEP 3

Assessment/Identification – The informal assessment of gifted and talented children will be multi-dimensional and multi-factored. Informal assessment using the *Parent's Checklist and Questionnaires (Headstart Form 2)* and *Pupil Interview Guide (Headstart Form 3)* will be used including the SPED teacher-made mental ability and creativity tests by the assessment team.

The formal assessment using standardized mental ability tests will be taken by the child on the merit of the informal assessment results. It is however, suggested that administration and interpretation of these tests be done by a psychologist. Hence the Assessment Team has to develop linkages with schools or institutions that may have any, but not limited, to the following commonly used mental ability and creativity tests for children:

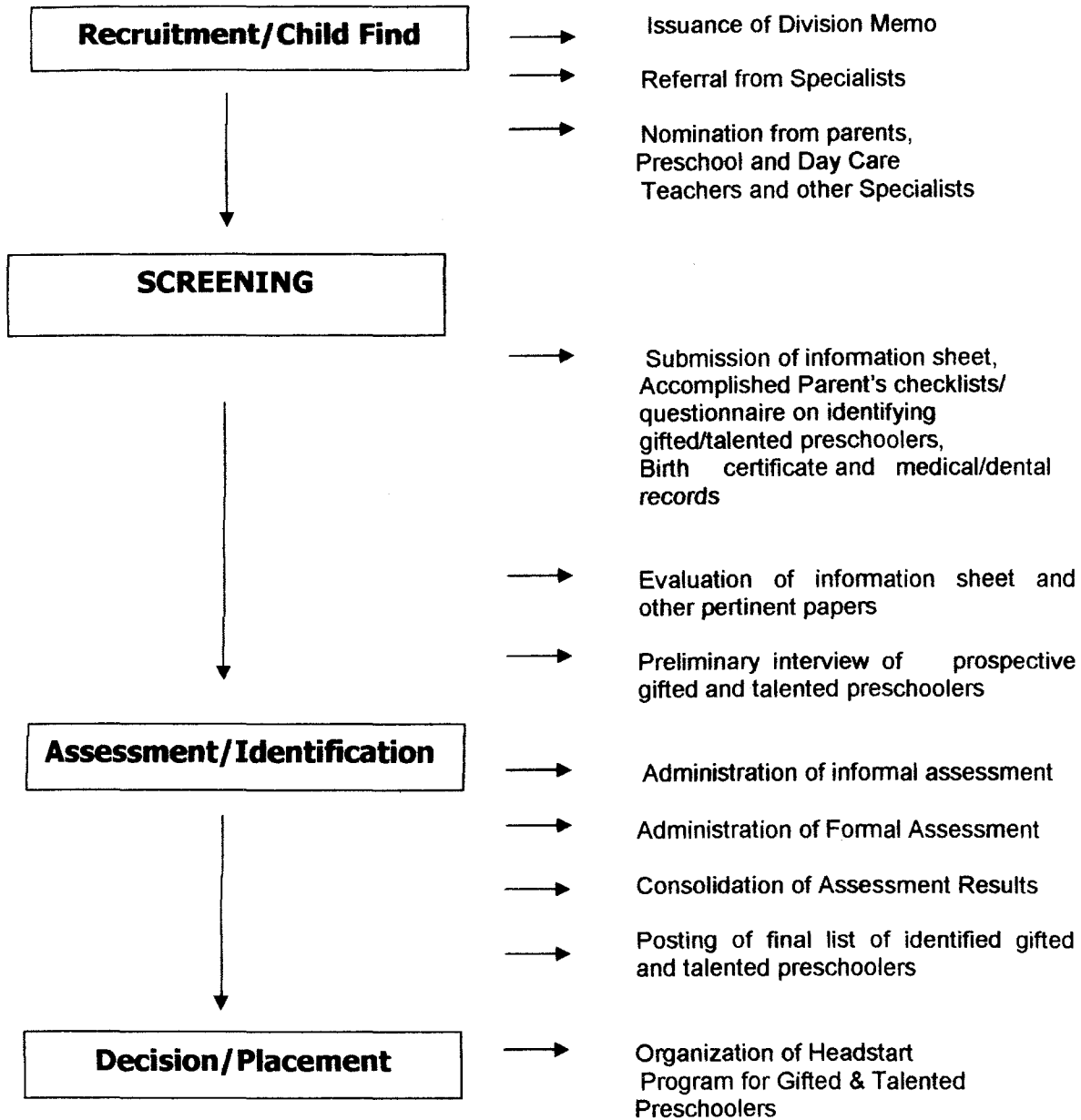
- Standard Progressive Matrices (Raven's Test)
- Wechsler Intelligence Scale for Children (WIS-C)
- Wechsler Pre-School and Primary Scale of Intelligence (WPPSI)
- Otis-Lennon Mental Ability Test (OLMAT)
- Otis-Lennon School Ability Test (OLSAT)
- Philippine Indigenized Pre-School and Primary Intelligence Test (PIPIT)
- Philippine Creative Thinking Tests adapted from E. Paul Torrance
- Figural Tests A and B by E. Paul Torrance
- Creativity Test by Enriquez

Consolidation of Assessment Results The Assessment Team meets to consolidate results of informal and formal appraisals done, agrees and submits the assessment report with the corresponding recommendations to the Principal. All applicants who are ranked 1 – 30 are qualified for admission to the Headstart Program for the Gifted and Talented Preschoolers. The final list of qualifiers will be posted for information of all concerned. The Principal being the Head of the Assessment Team will inform the parent/guardian that his/her child qualifies to the Headstart Program. Parents of qualified pupils will be interviewed and given orientation regarding the program.

STEP 4

Decision/Placement - Pre-schoolers who are identified gifted and talented are now officially enrolled in SPED Centers and regular schools with Headstart Programs.

FLOW CHART ON RECRUITMENT, SCREENING AND IDENTIFICATION



Child's Profile/Information Sheet

1. Name of Child: _____ Sex: _____
2. Date of Birth : _____ Age: _____
3. Place of Birth: _____
4. Home Address: _____
5. Name of Father: _____ Occupation: _____
6. Name of Mother: _____ Occupation: _____
7. No. of children : _____ Ordinal Position: _____
8. Previous School Attended (if any): _____
Include the Level: _____
9. Language/Dialect Spoken at Home: _____
10. Religion: _____
11. Exceptional Skills:

Name of Parent/Guardian

Date

Headstart Form 2

**Tseklis at mga Katanungan para sa Magulang upang Makilala
Ang mga Batang May Natatanging Talino at Kakayahan**
(Parents' Checklist Questionnaire on Identifying Gifted and Talented Preschoolers.)

Pangalan ng Bata: _____	Gulang: _____
Petsa ng Kapanganakan: _____	
Tirahan: _____	Telepono: _____

Sa mga Magulang: Ang tseklis at mga katanungan na napapaloob dito ay tungkol sa mga katangian at kakayahan ng inyong anak. Hinihiling po na pag-isipan nang lubusan at sagutin nang buong katapatan ang mga tanong. Layunin po nito na malaman kung ang inyong anak ay may natatanging talino at kakayahan, at mabigyan siya ng angkop na tulong upang ang mga ito ay higit na mapaunlad at mapayaman.

(To Parents: The checklist and questions are designed to help identify a giftedness and talents of your preschool child. They are aimed to determine the appropriate learning interventions that will help promote your child's exceptionality. Please answer honestly.)

- I. **Mga Katangian ng Bata:** Lagyan ng tsek (✓) ang mga kahon na naglalarawan sa inyong anak. (Check all the characteristics that describe your child).

A. Sa Pagsasalita / Pagsusulat

- nakasusulat nang higit kaysa karaniwang bata, hal.: walang tinutularan/kinokopyahan, maayos, malinis, tuwid, nababasa, at may kahulugan/saysay (write better than average for his/her age)
- nakalilikha ng mga kuwento at mga biro ayon sa sariling pang-unawa (spins tall tales or tells jokes and stories)
- kinagigiliwan ang pagbabasa (enjoys reading books)

- higit na maraming alam na salita kaysa karaniwang bata
(has a good vocabulary for his/her age)
- mahilig makipag-usap, makipagtalakayan at makipagtalastasan
(loves to communicate to others in a highly verbal way)
- natatandaan ang mga pangalan ng tao, lugar, petsa at mga pangyayari
(has a good memory for names, places, dates and events)

B. Sa Pagbibilang

- palatanong o maraming itinatanong
(asks a lot of questions)
- nakapagkukwenta sa isip
(adds numbers mentally)
- kinagigiliwan ang mga larong may kinalaman sa pag-iisip tulad ng pagbibilang, at mga laro sa kompyuter *(enjoys counting games and Math lessons, computer games)*
- mahilig mag -eksperimento o mag-imbento
(likes to perform simple experiments)
- kinagigiliwan ang paglalaro ng “chess”, “checkers” at mga larong ginagamitan ng istratehiya *(enjoys playing chess, checkers, and other strategy games)*
- madaling makaintindi at makaunawa ng bunga at sanhi ng mga pangyayari
(has a good grasp of cause-effect relationship of events)

C. Sa Palalarawan

- nakapagkukwento nang maayos at malinaw
(tells stories clearly)
- nakababasa/nakauunawa ng mga mapa, tsart at iba pang tulad nito
(reads maps, charts, and diagrams)
- madalas mangarap nang gising
(daydreams more often than others)

- mahilig manood ng pelikula, at iba pang panoorin
(likes to watch movies, slides, or other visual presentations)
- kinagigiliwan ang pagsasagot ng “puzzles” at iba pang palaisipan
(enjoys doing puzzles and mazes)
- higit na nakapagbibigay- kahulugan sa mga nakikitang larawan kaysa nababasang mga salita
(gets more out of pictures than words while reading)

D. Sa Pagkilos

- nagagaya nang may kahusayan ang kilos at gawi ng iba
(cleverly mimics other people’s gestures or mannerisms)
- mahilig paghiwa-hiwalayin ang isang bagay at muling ibalik ito sa dating kaayusan
(loves to take things apart and put them back together again)
- kinagigiliwan ang pagtakbo, paglundag, pakikipagbuno at iba pang kilos tulad nito
(enjoys running, jumping, wrestling and similar activities)
- may madamdamin/malikhaing pagpahayag ng sarili
(has a dramatic way of expressing himself/herself)
- nakakikitaan ng iba pang gawaing pisikal habang nag-iisip o gumagawa
(can do different physical activities while thinking or working)
- kinagigiliwan ang ano mang gawaing may kinalaman sa paggamit ng kamay, tulad ng pagpinta at paghulma (enjoys working with hands or materials such as clay or paints)

E. Sa Pagtugon sa Tunog

- nasasabi kung ang awit o tugtog ay wala sa tono
(tells you when music sounds are off key or is disturbing)
- madaling makatanda ng himig o tono ng awit
(remembers melodies of songs)

- mahilig at mahusay umawit
(likes and is good at singing)
- kinagigiliwan ang pagtugtog ng ano mang instrumentong at pagsali sa maramihang pag-awit (enjoys playing a musical instrument or singing in a group or choir)
- sinusundan ang indayog ng musikang naririnig o pinapatok ang mesa habang
may ginagawa (taps rhythmically on the table or desk as he/she works)
- sensitibo sa mga tunog na naririnig sa kapaligiran
(is sensitive to environmental noises such as rain on the roof)

F. Sa Pakikisalamuha sa Kapwa

- kinagigiliwan ang pakikihalubilo sa kapwa bata
(enjoys socialization with peers)
- nakakikitaan ng pagiging pinuno o madalas manguna sa ano mang gawain
(seems to be a natural leader)
- nagbibigay ng payo sa kaibigan
(gives advice to friends who have problems)
- kinagigiliwan ang pagtuturo sa ibang bata
(enjoys informally teaching other kids)
- nakakikitaan ng pagmamalasakit sa kapwa
(has a good sense of empathy or concern for others)
- marami ang may gusto na makasama siya
(others seek his/her company)

G. Sa Pagkilala sa Sarili

- nagpapakita ng katatagan ng kalooban at pagsasarili
(displays a sense of independence or a strong will)
- alam o batid niya ang sariling mga kahinaan at kalakasan
(has a realistic sense of his/her strengths and weaknesses)
- nakapaglalaro at nakapag-aaral nang maayos kahit nag-iisa
(does well when left alone to play or study)

- may iba pa siyang kinagigiliwang gawain o *interes* na hindi niya sinasabi
(*has an interest or hobby that he/she doesn't talk much about*)
- mas gustong gumawa nang nag-iisa kaysa may kasama
(*prefers working alone than working with others*)
- lubusang naipakikita ang ano mang nararamdaman
(*accurately expresses how he/she is feeling*)

H. Sa Pag-uuri ng Kalikasan

- naiibigan ang mga gawain na ukol sa kalikasan tulad ng paghahalaman at pamamasyal sa mga pook na may likas na yaman
(*likes outside activities such as gardening or nature walks*)
- matalas ang pakiramdam sa mga bagay na nakikita, naririnig, naaamoy, natitikman at nahihipo sa kapaligiran (*has a strong sense of sight, sound, smell, taste and touch*)
- madaling nakikilala ang pagkakaayos, pagkakatulad at pagkakaiba ng mga bagay sa paligid
(*easily recognizes patterns, similarities and differences in the things in his/her surroundings*)
- mahilig sa pag-aalaga at may malasakit sa mga hayop at halaman (*is interested in and cares about animals or plants*)
- mahilig mangolekta ng mga bagay-bagay tungkol sa kalikasan
(*likes to keep collections and scrapbooks about natural objects*)
- nakagigiliwan ang mga palabas, aklat at mga kwento tungkol sa halaman, hayop at kalikasan (*enjoys shows, books, stories about animals or nature*)

II. Mga Interes at Gawi ng Bata

1. Anu-ano ang mga kinagigiliwang gawain at naiibang interes ng inyong anak?
(*What are your child's special hobbies and interests?*)

2. Anu- ano ang mga paboritong babasahin ng inyong anak o gustung-gusto niyang binabasa sa kanya? *(What are your child's reading interests, such as the kind of books he/she enjoys reading or being read to him/her?)*

3. Anu-ano ang mga natatanging talento ng inyong anak? *(What are your child's special talents?)*

4. Anong mga pagkakataon na ang naibigay ninyo sa inyong anak tulad ng paglalakbay, pag-aaral ng musika, sayaw at iba pang tulad nito? *(What special opportunities have been provided to your child such as trips, music lessons, dance lessons, etc.?)*

5. Sa inyong palagay, ano pa ang pangangailangan ng inyong anak upang lubos siyang matuto? *(What are your child's special needs and concerns so that he will learn more and better?)*

Pangalan ng Magulang/Tagapag-alaga

Petsa

GUIDE FOR INTERVIEWING THE GIFTED AND TALENTED PRESCHOOLER

Name of Parent/Guardian _____ Date of Interview: _____

Name of Child _____ Age _____

Address _____ Telephone No. _____

To the interviewers: Be sure to read the filled-up Headstart Form 2 or the Parents' Checklist and Questionnaire for your baseline information before interviewing the child. Ask the child to execute the instruction or answer questions. Please probe on the responses given. **Use separate answer sheet(s) to record responses.** All the written responses of the child will be attached to this form. You must proceed to the next task/question if the child does not respond within five (5) seconds after giving the instruction(s) twice.

1. Can you write your name? Will you write it for me, please?
2. Now, can you draw your house? Can you color it, please?
3. What are the colors you used? Can you write the names of the colors you used?
(Ask the child to write other colors he/she knows.)
4. Can you sing/recite a rhyme or poem? Please sing/recite it for me.
If the child cannot immediately think, say...".How about the alphabet song? "
5. Can you write the letters of the alphabet? Please write them.
6. What is your favorite game/sports?
7. How is it played?
8. Ask the child to name the numbers you will point to or write.
(Note the highest possible number the child can identify.)
9. Ask the child to repeat a series of four to six numbers after hearing them once, e g,
4987, 27548, (Give 5 trials, note the successful recall made.)
10. Using different shapes, ask the child to compare, reason out and identify their attributes.
(Ask him/her also to write the names of the shapes being presented.)

- 11. What do you usually do if you are angry/happy?
- 12. How do you react when you have a friend who is hurt?
- 13. Ask the child to read a book or a picture book with a one -liner story.

Interviewers' General Comments:

- 1. Does the child speak clearly and respond to the task accurately and promptly?

- 2. Describe the handwriting and the correctness of responses for tasks nos. 1, 2, 3, 5 and 10.

- 3. How are words/letters pronounced for tasks nos. 3, and 4, 8, 9 & 13?

- 4. How is the logic of the child's responses for tasks 6, 7, 11and 12?

- 5. Note the general performance of the child for all the tasks given.
