



WORKBOOK IN TP-PROFED04

FOUNDATIONS OF SPECIAL AND

INCLUSIVE EDUCATION

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Proponent



WEEK FOUR



Worksheet no. 3 02PROFED05

Student Number: UG202500024

Year & Section: 1- 2

Date: 09-12-25

Group Worksheet #3

Develop strategies to differentiate instruction based on your SV student's varying readiness levels, interests, and learning profiles. This might include varying content, process, product, and learning environment. Clearly document the changes you make to the original lesson plan. Provide a rationale for each change, explaining how it supports inclusive education and meets diverse learning needs.

Follow the template below and read the rubrics as guide.

Level and Subject Matter: Grade 1 - Makabansa

Quarter: 1st Quarter

Curriculum Content Standards: Learners understand that each person is unique with different traits, needs, interests, talents, rights, and responsibilities.

Curriculum Performance Standards: Learners show that each person is unique (through describing self, recognizing rights and valuing individuality).

Specific Topic: Identifying and describing one's own physical characteristics

Lesson Plan Objectives:

- ❖ Identify and name basic body parts and recognize that each person's body is unique.
- ❖ Create a body tracing artwork by combining different lines, shapes, colors, and values.
- ❖ Appreciate and respect their own bodies and those of others by expressing uniqueness through art.

Learner Name: Kenny V.

Characteristics:	<ul style="list-style-type: none"> ● Becoming upset at slight changes in routines ● Not using or understanding nonverbal communication, such as gestures, body language, and facial expression ● Easily Upset and Distracted ● Hypersensitivity to lights, sounds, and textures
Interests	<ul style="list-style-type: none"> ● Likes Shapes, Patterns, or Design ● He likes Animals, Maps, and Science(Planets and Stars) ● Likes Puzzles, Block Games, and Board Games ● Loves watching cartoons
Readiness	<ul style="list-style-type: none"> ● Likes narrow subjects ● Can easily distinguish physical trait ● Good Vocabulary ● Listen attentively to rules ● Can memorize easily ● Well-organized and clean
Learning Profile	<ul style="list-style-type: none"> ● Logical Learning ● Spatial Learning ● Solitary Learning/Intrapersonal ● Kinesthetic Learning

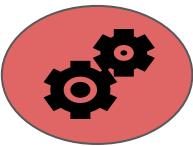


Differentiated Instruction (DI) PLAN



CONTENT

Learner must understand the human parts and create it.



PROCESS

1. Present the lesson for the day through flashcards with the body parts of animal cartoon characters.
2. Explain the relevance of the activity (flashcards) while giving real life examples about the topic.
3. Breakdown the discussion into two parts:
 - a. Upper body parts (first session)
 - b. Lower body parts (second session)
4. Summarize the topic about the upper body parts through showing a short video so the learner will be able to understand the topic well.
5. Instruct the learner to apply his learnings through labeling the upper body parts in a activity worksheet.
6. Give the learner an activity sheet (with a picture of an upper body) and instruct him to trace it using different shapes. This will be his take home activity.



PRODUCT

- Cut and paste shapes or pictures to represent their physical traits
- Drawing & Labeling (Alternative to Verbal Sharing).



LEARNING ENVIRONMENT

- Seat the student in the **first row seat**, and a quiet, low-stimulation area to avoid sensory overload. suggested light: **cool white or daylight-type lighting (5000K-6500K)**.
- **Allied monobloc school study chair** must be placed away from windows/doors and peers. as much as possible, keep the student near calm and composed classmates.
- Post a visual daily schedule; announce transitions early to reduce anxiety. the wall paint: **color blue, fashioned with whales**.
- Give supportive atmosphere with praise that would encourage engagement and participation.



RUBRIC

Group Worksheet #3

Differentiated Instruction Lesson Plan. Develop strategies to differentiate instruction based on students' varying readiness levels, interests, and learning profiles. This might include varying content, process, product, and learning environment.

Check the ratings below to evaluate the group work with the given scale:

5 = Excellent

4 = Above Average

3 = Satisfactory

2 = Needs Improvement

1 = Inadequate

LESSON PLAN

|
GRADE: 11TH
SUBJECT: LITERATURE
CLASS: MR.LIN

OBJECTIVES
Write your description here

MATERIALS

- * List your materials

NOTES
Write your description here

MON	TUE	WED	THU	FRI

Category	5	4	3	2	Comments
<i>Alignment with Basic Education curriculum</i> Objectives are exceptionally clear and specific, demonstrating a precise understanding of the desired outcomes.					
<i>Documentation and Rationale</i> The process is well-structured and effectively conveys the attainment of the objectives.					
<i>Accommodations and Modifications</i> The group exhibited thoughtful and effective accommodations and modifications that significantly enhance inclusivity.					
<i>Differentiated Instruction Process and Environment</i> The group effectively differentiated strategies tailored to diverse learning needs of their learner.					
<i>DI Product</i> The product showcases the attainment of the lesson objectives, and is differentiated to meet the profile of the child.					
Total Score			/25		%

**RUBRIC**

Category	A	B	C	D	E	F	Comments
<i>Alignment with Basic Education curriculum</i> Objectives are exceptionally clear and specific, demonstrating a precise understanding of the desired outcomes.							
<i>Documentation and Rationale</i> The presentation is engaging, well-structured, and effectively conveys the significance of the objectives.							
<i>Accommodations and Modifications</i> The group exhibited thoughtful and effective accommodations and modifications that significantly enhance inclusivity.							
<i>Differentiated Instruction Process and Environment</i> The group effectively differentiated strategies tailored to diverse learning needs of their learner.							
<i>DI Product</i> The product showcases the attainment of the lesson objectives, and is differentiated to meet the profile of the child.							
<i>Total Score</i>							



WEEK EIGHT



Worksheet no.4 TPPROFED04

Group: Bravo
 Year & Section: TedPaths 1-2
 Date: 09-25-25

Universal Design for Learning (UDL) and Differentiated Instruction (DI).

Create a lesson plan on UDL and DI for your story vignette subject that is assumed to be placed in an inclusive regular education classroom.

Subject Matter: Makabansa

Title: Ang Bawat Tao ay Nataangi/Each Person is Unique

Grade Level: 1

Lesson Objectives:

- ❖ Understands that each person has individuality
- ❖ Demonstrates that each person has individuality
- ❖ Appreciates and respects that each person has different physical characteristics

Profile of Learners Assumed to be in the Classroom

According to Academic Ability

- Those fast learners
- Those who may have difficulties in the use of English language
- Those students with creativity that demonstrate exceptional skills

According to Behavioral Concerns

- Those who have inappropriate chatter
- Those who have disruptive behaviors, e.g. hyperactive, cannot keep still
- Those who lacks confidence
- Those have difficulty in adaptive skills

According to circumstances

- Those with difficulty in hearing

NEXT PAGE





Worksheet no.4 TPPROFED04

Group: Bravo
Year & Section: TedPaths 1-2
Date: 09-25-25

K-12 Standards	<ul style="list-style-type: none"> ❖ By the end of the quarter, the learners are able to: <ul style="list-style-type: none"> ➤ Demonstrates one's own physical characteristics through drawing using different lines, shapes, and colors. ➤ Describes the physical characteristics of Filipino children. ➤ Performs the steady beat in music. ➤ Takes pride in one's own physical characteristics. ➤ Expresses appreciation for the different physical characteristics of each child.
Assessment	<ul style="list-style-type: none"> ● Formative / ongoing assessment - Solving the puzzle, Thumbs down or Up, Recitation ● Summative / end of the lesson assessment - Final Artwork(drawing) about themselves, recitation. ● Self Assessment - Explain briefly the final artwork, recitation. ● Peer Assessment - Share thoughts or reflections with another group's members about their final artwork(drawing) and put in Bulletin/Display Board, recitation.

NEXT PAGE





Worksheet no.4 TPPROFED04

8

Materials:

Lapel microphone, Projector or large screen, Puzzles Pieces, Chalk and blackboard, Paper Masking Tape, Crayons, Video presentation with subtitles(I Am A Little Tea Pot), Pocket Chart containing the flashcards/Photographs of different physical trait, PowerPoint or slide presentation of different shapes interconnecting to physical characteristics, Oslo paper with or without template for final artwork, Display Board.

I. LESSON OPENING

PROCEDURE

UDL (Multiple Means of REE) UDL (Multiple Means of REE) Include the logos as you write the activities here

The teacher will begin by greeting the learners and explaining the directions twice: first in English and then in their mother tongue to ensure understanding and lapel microphone so that all students hear it clearly. Next, the teacher will present and play a short video presentation titled "I Am a Little Teapot" with subtitles using the large screen projector.

After the video, learners will be asked some introductory questions about what they watched. To accommodate different comfort levels, students may choose to answer verbally or write their responses on the blackboard, or write on a small paper.

I'm A Little Teapot

I'm a little teapot,
Short and stout.
This is my handle,
This is my spout.
When I get the steam up,
Hear me shout.
Tip me over and pour me out.



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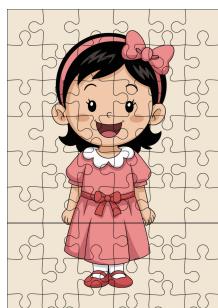
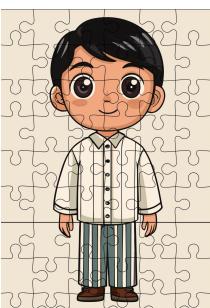
Explain the direction 2x: English and in the mother tongue, short video



Recitation whether in written or verbally.

PROCEDURE

The class will then be divided into small groups of 4–5 members. Hyperactive students will be strategically distributed across groups, while students who lack confidence will be placed in the same groups as the more active ones for balance and support. Each group will receive puzzle pieces representing the physical characteristics of a child. Working together, they will complete the puzzle and present their finished work to the class.



To ensure students follow instructions, the teacher will provide a PowerPoint presentation with clear directions. As groups complete their work, the teacher will ask guiding questions about the puzzle pieces they assembled and highlight the physical characteristics shown. This process encourages brainstorming and discussion. To ease performance anxiety, students may call on a groupmate to help them present if they feel nervous about being in the spotlight.

At the end of the activity, the teacher will award achievement stickers to those who participated, helping to build their confidence and encourage active involvement in future lessons.



UDL (Multiple Means of REE)



Puzzle Pieces, PPT, and Rewards



Brainstorming



Four-Five Groups, Call a Friend



II. TEACHER INPUT

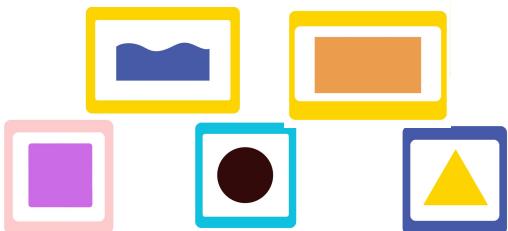
PROCEDURE

UDL (Multiple Means of REE)

The teacher will begin the discussion by commanding the students for their great job early on. Then the teacher will show a pocket chart containing the flashcards of physical characteristics of a child. After that the teacher will explain those parts and point it in his/her own body using bilingual language(English and Mother Tongue)



After that the teacher will show flashcards with shapes that represent a body part for example,



Circle = Head

Oval = Feet

Rectangle = Arms/Legs

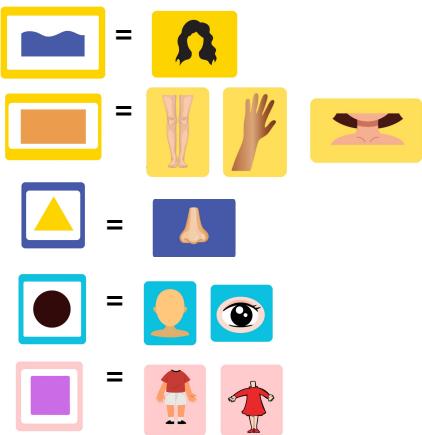
then he/she will use these shapes to identify his/her own body part



Pocket Chart, Flashcards, Explain 2x: English and in the mother tongue



II. TEACHER INPUT

PROCEDURE	UDL (Multiple Means of REE)
 <p>The teacher will call students and ask them to share their own characteristics. The teacher will call first the fast learner students, the students with uncontrollable chatter then students who lack confidence to channel their insecurities and behavior.</p> <p>Afterwards the teacher will reuse the pocket chart containing the body parts, making them more visible to the students. Using clear and simple explanations, the teacher will demonstrate each part and point to them on his/her own body. To ensure understanding, the teacher will also model how to use the vocabulary in complete sentences, for example,</p> <p style="padding-left: 40px;">"I have black hair."</p> <p style="padding-left: 40px;">"My eyes are brown."</p> <p style="padding-left: 40px;">"I have small eyes."</p>	 <p>Pocket Chart, Flashcards</p>  <p>Recitation</p>  <p>Individual</p>



PROCEDURE

The teacher will write the sentences on the board to provide visual support and use gestures and lip cues to assist students who have difficulty hearing. Visual aids such as flashcards, charts, and pictures will be used throughout the discussion to reinforce understanding and maintain engagement.

Then the students will share their own characteristics individually. They will repeat and practice using the same sentence patterns provided by the teacher (e.g., "I have curly hair," "My skin is brown"). For students who struggle with expressing themselves, the teacher will provide sentence starters such as

"I have ___ hair." or
"My eyes are ___."

Students who prefer non-verbal communication may respond by pointing to the corresponding picture or giving a thumbs-up gesture.

The teacher will provide praise and positive reinforcement to motivate the students. The class will emphasize that every child is unique and special, fostering an inclusive and respectful atmosphere. The teacher will create a positive learning space where all students, whether fast learners, talkative, or shy, feel valued and confident to participate.

UDL (Multiple Means of REE)



Visual Aids—Flashcards, Pictures, Charts



Recitation, Thumbs down or up



The sharing will be done individually.



III. GUIDED PRACTICE

PROCEDURE

In this part, the students apply what they learned through an Oslo paper activity. This guided practice connects the teacher's input to their own expression. The teacher hands out guide references that show the eyes, nose, hair, skin, arms, legs along with clothes. Students look at the sheets, draw their own faces and bodies on the Oslo paper and label each part. **The finished portrait shows the features that set each child apart.**

1. Distribute Materials

The teacher will give each student an Oslo paper and crayons/pencils.

Along with this, the teacher will provide guide reference pictures of body parts (eyes, nose, hair, skin, arms, legs, and clothes) to serve as visual aids.

2. Explain the Task

The teacher will say (using English and Mother Tongue for clarity):

"Now, you will draw yourself on the Oslo paper. Use the reference pictures as your guide. Remember, **each of us looks different, and that is what makes us special.**"

3. Demonstration

The teacher will model a simple sketch on the board (stick figure or face outline) to show how to begin.

Example: drawing a circle for the head, then adding body parts step by step while pointing to the reference images.

4. Guided Drawing Time

Students will start drawing themselves.

The teacher will walk around, assisting those who struggle by:

Suggesting they trace from the reference sheet, OR Pointing to a body part reference and encouraging them to copy it.

UDL (Multiple Means of REE)



Oslo paper, guide reference pictures of body parts, crayons/colored pencils, teacher demonstration on the board, and bilingual instructions (English and Mother Tongue).



For individual learners.



5. Encourage Creativity

The teacher will remind students that their work does not have to be perfect. They may choose hair color, clothes, and skin tone freely to represent themselves. The student may also ask the teacher another oslo paper or additional coloring materials like crayons or colored pencils to further enhance their output.

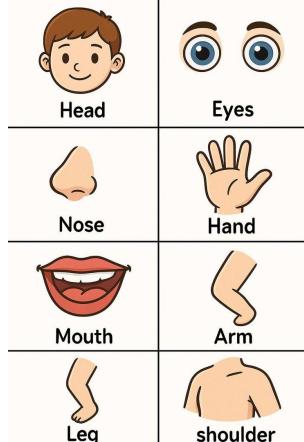
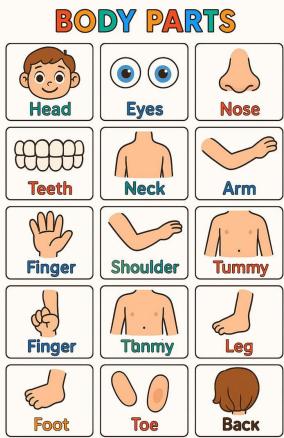
For shy or hesitant learners, the teacher may encourage them with simple engagement cues (e.g., smile if you agree, nod if you understand).

6. Wrap-Up and Sharing

After the time allotted for the activity, the teacher will then ask students to stop and hold up their drawings. Volunteers may individually explain one part of their drawing (e.g., "This is my curly hair" or "I drew myself wearing a red shirt").

The teacher will reinforce the lesson: "See? We all look different, but every drawing is special. Each person is unique."

Guide References:



Oslo paper, guide reference pictures of body parts and crayons/colored pencils.



The activity is meant for individual learners, where each one creates their own self-portrait on Oslo paper to show their uniqueness.



IV. INDEPENDENT PRACTICE

PROCEDURE

UDL (Multiple Means of REE)

1. Task Introduction (Independent Practice)

Learners will independently create a self-portrait on Oslo paper, applying what they learned during guided practice session.



Visual Reference, Provide bilingual word banks (English–Mother Tongue), Teacher models a short sharing script for hesitant learners.,

2. Creative Guidance

The learners will be given a visual reference(s) to make it more creatively. Any level of detail in their work will be are permissible (i.e., stick figures, realistic drawings, and creative symbols).



Allow students to choose how detailed their work will be— stick figures, realistic drawings, or creative symbols.

3. Instructional Support (Language and Video Aid)

The instruction video is in English language and the caption is provided below, and the teacher will translate into mother tongue after watching the video.



The task will be done on oslo paper. And the students will provide a short script writing below their drawing.

4. Written Output

At the lower part of their drawing, learners will provide a short sharing script that consist of 3–5 sentences about their self-portrait.

5. Teacher Demonstration

Then, before learners to be done in five minutes, teacher will demonstrate a short sharing script.

NEXT PAGE



IV. INDEPENDENT PRACTICE

PROCEDURE

UDL (Multiple Means of REE)

6. Classroom Management Support

Visual cues and written task reminders will be posted on the board, allowing students to manage their time wisely.



Visual cues and written task reminders on the board. Allow extra time for students who need it.

7. Monitoring and Motivation

Then, teacher will check on the learners if they are catching up, and praise them regardless if they do or not.



Individually, by pair, and oslo paper or oslo paper with template.

8. Presentation or Sharing Phase

Lastly, learners' are encouraged to present their work in front of the class individually, however, they are allowed to share their work with a partner.



V. CLOSURE

PROCEDURE

UDL (Multiple Means of REE)

Teacher will ask a few students who wants to volunteer to share their self-portraits orally for students whose confident enough and to student who can't express themselves will write their answer at the lower part of their artwork and explain what makes their drawing special, summarize the key idea "We are all unique, and our differences make us special".

In Addition, Teacher will connect the lesson using bilingual language(English and their mother tongue) to the real life by saying and writing this line "Just like in your drawing, you are special in real life too. Always be proud of who you are." and all student will put their artwork to the bulletin board so they can see their achievement and progress.

The teacher will be giving positive reinforcement to all students and will be collecting their artwork for the checking of their scores and adding feedback based on the rubrics below. This feedback will focus on the creativity, details, neatness, and application of local elements and symbols in their artwork. The teacher will highlight what was done well and provide recommendations for future projects. that will be given the next day so that students will be checking it in their free time. In the end there will be a short chant or clap as a group closure. (e.g., "I am unique! I am special!")

RUBRICS

Criteria	20 points	15 points	10 points	5 points	0 points
Creativity	Work exceptionally unique, detailed, and interesting.	Work is generally unique, detailed, and interesting.	Work somewhat unique, detailed, or interesting.	Work occasionally unique, detailed, or interesting.	Work not unique, detailed, or interesting.
Use of Elements	Exceptional understanding and application of the local elements and symbols of design.	Good understanding and application of the elements of art and principles of design.	Basic understanding and application of the elements of art and principles of design.	Minimal understanding or application of the elements of art or principles of design.	No understanding or application of the elements of art or principles of design.
Craftsmanship	Work done with exceptional care and attention to detail and neatness.	Work done with good care and attention to detail and neatness.	Work done with basic care and attention to detail and neatness.	Work done with minimal care and attention to detail or neatness.	Work done with no care or attention to detail or neatness.
Effort and Participation	Work shows exceptional effort, and participated in all class discussions.	Work shows good effort, and participated in most class discussions.	Work shows basic effort, and participated in most class discussions.	Work shows minimal effort, and participated in most class discussions.	Work shows a lack of effort, with NO participation in all class discussions.



- Teacher uses bilingual summary (English and Mother Tongue) for clarity.
- Visual cue: teacher writes the key phrase on the board ("We are all unique").



- Will give options for students to share. It may orally, by pointing to their drawing, or they may write a word/phrase on the board.



Group chant, Individual, and Rubrics



LP RUBRIC



Check the ratings below to evaluate the UDL & DI lesson plan, with the given scale:

5 = Excellent 4 = Above Average 3 = Satisfactory 2 = Needs Improvement

Category	score	Comments
<i>Lesson Structure & Time Management</i> Smooth, well-paced, and all lesson parts (from opening to closing) are clearly delivered within 15 minutes		
<i>Multiple Means of Representation (MMR)</i> <i>Uses a variety of strategies to represent content effectively, catering to diverse learning needs.</i>		
<i>Multiple Means of Engagement (MME)</i> Actively engages students with meaningful activities, choice, and connections.		
<i>Multiple Means of Action and Expression (MMX)</i> Offers diverse ways for students to demonstrate understanding, supporting all learning styles.		
<i>Attainability</i> The teacher's input and Guided Practice are effective in attaining the LP objectives		
<i>Learner Diversity in UDL</i> All anticipated learners in the classroom were given accommodations and/or modifications		
<i>Overall Engagement & Creativity</i> Presentation is highly engaging, with creative elements that maintain audience interest and understanding.		
<i>Overall Effectiveness & Impact</i> Lesson is highly effective, inclusive, and meets all UDL and DI principles.		
<i>Organization and Quality</i> Exhibited well-planned, sequential, clearly organized plan		
Total Score		/45





LP RUBRIC

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Prof

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<i>Multiple Means of Action and Expression (MMX)</i> Offers diverse ways for students to demonstrate understanding, supporting all learning styles.		
<i>Learner Diversity in UDL</i> All anticipated learners in the classroom were given accommodations and/or modifications		
<i>Differentiated Instruction (DI) Strategies</i> Thoughtfully differentiates instruction to support SV student		
<i>Overall Engagement & Creativity</i> Presentation is highly engaging, with creative elements that maintain audience interest and understanding.		
<i>Overall Effectiveness & Impact</i> Lesson is highly effective, inclusive, and meets all UDL and DI principles.		
<i>Organization and Quality</i> Exhibited well-planned, sequential, clearly organized plan		
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PROJECT TEMPLATE

TPPROFED04 Foundations of Special & Inclusive Education

THE NEXT PAGES CONTAIN THE PROJECT TEMPLATE, FOLLOWED BY THE PRESENTATION AND Learning Guide RUBRICS.

The Learning Guides as WS #4 are to be submitted on WEEK 8, while the Story Vignette is done at the beginning of the term.



**Introduction**

Meet, Kenny a 7 year old boy who loves discovery, Kenny's journey begins even before his birth. His mother, a science teacher, experienced medical complications during pregnancy, which doctors partly linked to the significant age gap between her and Kenny's father, an engineer. Despite these challenges, Kenny was born healthy and full of potential. From the start, his parents hoped he would inherit their love for learning and problem-solving.

As he grew, Kenny developed a strong fascination with shapes, patterns, animals, maps, and science. He loved solving puzzles, playing block and board games, and could spend hours watching cartoons, often replaying his favorite parts with delight. His keen eye for detail and natural curiosity reflected the analytical spirit of his parents, though his ways of engaging with the world sometimes differed from other children his age.

In kindergarten, however, his teacher, Teacher Mae, noticed that Kenny struggled to connect with his peers. He often preferred solitary play, had difficulty starting conversations, and became deeply absorbed in his own interests. Concerned about these patterns, Teacher Mae encouraged his parents to seek professional advice. This led them to a developmental-behavioral pediatrician, who diagnosed Kenny with Asperger's Syndrome (a form of Autism Spectrum Disorder) before he entered Grade 1.

Although the diagnosis was difficult for his parents to accept at first, they committed themselves to supporting him. Kenny began attending therapy sessions while continuing his preschool education, where he gradually showed remarkable progress, improving his focus, problem-solving skills, and ability to manage routines. By the time he was ready for Grade 1, his new teacher, Teacher Iya, recognized both his challenges and his strengths. She worked with his parents to create strategies that nurtured his love for learning while providing the support he needed to thrive in a mainstream classroom.



eBook PROJECT



Story A TPPROFED04

Group: BRAVO

Year & Section:

Date:

Case History

Kenny's early development was shaped not only by his mother's pregnancy complications but also by the behaviors that began to emerge as he grew older. His father, being much older than his mother, was aware of possible risks, and indeed, Kenny's mother experienced gestational complications that required close monitoring. Despite this, Kenny was born at 36 weeks and grew up healthy in appearance.

By the time Kenny entered kindergarten, his teacher, Teacher Mae, noticed something unusual in his behavior. While Kenny showed brilliance in recognizing shapes, memorizing sequences, and explaining patterns, he often avoided eye contact, preferred lining up objects over playing with peers, and became easily upset when routines changed. Recognizing these as possible signs of a developmental condition, Teacher Mae spoke with Kenny's parents and encouraged them to seek professional advice.

Following her guidance, Kenny's parents consulted Dr. Zamora, a developmental-behavioral pediatrician. After a careful assessment, Dr. Zamora diagnosed Kenny with Asperger's Syndrome, explaining that although Kenny was exceptionally intelligent and gifted in logical thinking, he faced challenges in social reciprocity, flexibility, and communication.

To support his needs, Dr. Zamora recommended two years of early intervention therapy, including occupational therapy, social skills training, and structured activities tailored to Kenny's learning style. Kenny was also enrolled in a SPED program during these years to help him build social and communication skills while still nurturing his academic strengths.

Over time, Kenny showed significant progress. His therapists observed that his fascination with animals, science, and patterns could be used as powerful tools for learning and social engagement. By the end of his SPED program, his pediatrician noted that Kenny was a talented and gifted child who could transition into a mainstream classroom.



eBook PROJECT



Story A TPPROFED04

Group: BRAVO

Year & Section:

Date:

Case History

Over time, Kenny showed significant progress. His therapists observed that his fascination with animals, science, and patterns could be used as powerful tools for learning and social engagement. By the end of his SPED program, his pediatrician noted that Kenny was a talented and gifted child who could transition into a mainstream classroom.

Now in Grade 1, under the guidance of Teacher Iya quickly noticed Kenny's strong curiosity and focus: he loves shapes, patterns, and designs, and often points out the symmetry in classroom decorations or the repeating tiles on the floor. His fascination with animals, maps, and science makes him eager to share facts he has memorized, such as how turtles navigate or how planets orbit the sun.

Kenny also enjoys solving puzzles, playing block games, and board games, often finishing them faster than his peers. During free time, while many classmates prefer pretend play, Kenny finds comfort in watching cartoons or drawing characters he has seen. Teacher Iya uses these interests as entry points to engage him in lessons, often connecting science and math concepts to animals, maps, or patterns he already loves.

Though Kenny continues to prefer solitary activities at times, Teacher Iya observes that his passion for logic and design helps him gradually connect with classmates, especially when group tasks involve building, problem-solving, or exploring science topics.



**Current Diagnosis**

Kenny's parents sought professional help before he entered Grade 1, following the observations of his kindergarten teacher, Teacher Mae. After a detailed evaluation, Dr. Zamora, a developmental-behavioral pediatrician, diagnosed Kenny with Asperger's Syndrome, a condition under the Autism Spectrum Disorder (ASD) category. The diagnosis was based on behaviors observed across three critical domains: Social Reciprocity, Communication, Repetitive and Restricted Behaviors,

Moreover, the assessment identified delays or abnormal functioning in at least one of the following areas, with the onset prior to age three: social interaction, language used in social communication, and symbolic or imaginative play. It was crucial to determine that these delays or disturbances were not better accounted for by Rett's Disorder or Childhood Disintegrative Disorder, as per the criteria outlined by the American Psychiatric Association (2000).

The pediatrician explained that despite the variability among children with Autism Spectrum Disorders, they share three core symptoms, which Kenny exhibited: qualitative impairments in social reciprocity, atypical communication development, and atypical behavior. Kenny's limited eye contact, difficulty initiating conversations, and preference for solitary play demonstrated impairments in social reciprocity. His formal and fact-driven speech, which often revolved around animals, maps, or science, highlighted atypical communication development. Additionally, his intense interest in shapes, puzzles, block games, and board games, as well as his insistence on routines and distress when interrupted, illustrated repetitive and stereotyped behaviors, underscoring atypical behavior.

These evaluations aligned with the diagnostic criteria for Asperger's Syndrome, which emphasize challenges in social reciprocity and restricted patterns of behavior, but without significant language delay. Consequently, Kenny's parents decided to follow Dr. Zamora's recommendations, placing him in therapy while also preparing him for transition to a mainstream educational setting with support from his Grade 1 teacher, Teacher Iya.



**Analysis**

Kenny's case interplay of genetic, environmental, and developmental factors in the emergence of Asperger's Syndrome, a condition within the autism spectrum. His mother's medical complications during pregnancy, partly linked to the significant age gap between her and his father, may have contributed as a prenatal risk factor (Matson & Kozlowski, 2011). Family history also plays a role in autism spectrum disorders (ASD), as research suggests both inherited and de novo mutations influence their development (Bolton et al., 1994; Kong et al., 2012; Anderson, 2014).

Kenny demonstrates many characteristics consistent with theory of mind challenges difficulties in understanding the perspectives and emotions of others (Baron-Cohen, 2001). He often prefers solitary play, focuses intently on shapes, maps, and animals, and finds it difficult to engage socially with classmates. These traits, while challenging, are also tied to his remarkable intrapersonal intelligence which is the ability to deeply reflect, focus, and process information internally (Gardner, 1983).

From a behavioral perspective, Kenny's repetitive tendencies such as becoming absorbed in puzzles, block games, or patterns can be understood through operant conditioning and reinforcement principles (Skinner, 1953). His enjoyment of structured activities suggests that routine and predictability reinforce his sense of comfort and mastery. Similarly, his fascination with cartoons reflects observational learning (Bandura, 1977), as he replays, mimics, and learns from what he sees.

Cognitively, Kenny shows strengths in logical-mathematical and visual-spatial intelligence (Gardner, 1983). He thrives when solving puzzles, analyzing designs, and exploring maps. These strengths can serve as powerful entry points for learning, especially when integrated into subjects like math and science. However, his difficulties with verbal communication and social reciprocity reveal areas that need continuous support and targeted intervention.

From a sociocultural lens, Vygotsky's Zone of Proximal Development (ZPD) emphasizes the importance of guidance from a more knowledgeable other (MKO). For Kenny, teachers like Teacher Mae and Teacher Iya, as well as his parents, provide critical scaffolding that enables him to go beyond what he can achieve independently. Through therapy, structured teaching strategies, and emotional encouragement, Kenny learns not only academic skills but also ways to navigate social contexts (Vygotsky, 1978).





Analysis

Kenny's diagnosis before Grade 1 and early intervention in therapy proved instrumental in his progress. His transition into a mainstream classroom shows that with the right Individualized Education Plan (IEP) and accommodations, children with Asperger's Syndrome can thrive academically and socially (IDEA, 2004). Teacher Iya's recognition of his love for science, shapes, and logical games ensures that Kenny's learning experiences are both engaging and meaningful.

Conclusions

Kenny's journey from his early diagnosis before Grade 1 to his progress in a mainstream classroom reflects both the challenges and possibilities faced by children with Asperger's Syndrome. Despite his mother's medical complications during pregnancy and the increased risk factors linked to his father's older age, Kenny has demonstrated resilience and remarkable growth. Early detection by Teacher Mae, followed by the guidance of Dr. Zamora and the support of Teacher Iya, provided him with the necessary interventions to address his developmental needs.

While Kenny continues to face difficulties in social reciprocity and verbal communication, his love for shapes, patterns, animals, maps, puzzles, and science highlights his strong logical-mathematical and spatial intelligences (Gardner, 1983). These strengths, if nurtured properly, can become powerful tools for his academic and personal development. His curiosity and passion for discovery show that he is capable of excelling in environments where his unique abilities are valued.

Research emphasizes that autism spectrum disorders stem from both genetic and environmental influences, including possible de novo mutations associated with advanced paternal age (Kong et al., 2012) and prenatal complications (Matson & Kozlowski, 2011). However, Kenny's progress reminds us that with early intervention, individualized education plans (IDEA, 2004), and supportive learning environments, children with Asperger's Syndrome can thrive academically and socially.

Ultimately, Kenny's story is one of potential, discovery, and resilience. With continued therapy, classroom accommodations, and encouragement from his parents and teachers, he is not defined by his diagnosis but by his ability to learn, adapt, and flourish. His journey underscores the importance of recognizing and celebrating the unique strengths of every child on the autism spectrum.



**Recommendations**

1. Provide visual tools, such as graphic organizers, to help Kenny easily visualize or map out the key points discussed.
2. Provide clear routines and structured schedules
3. Integrate Kenny's learning interests into how to present and teach learning and reading materials by using animations featuring animals to explain symbolic representations for better understanding and engaging discussions.
4. Provide positive reinforcement and a supportive atmosphere with good praises to encourage Kenny to engage and participate in class discussion.
5. Give her additional time to process and complete him tasks. Extra time will accommodate him learning pace.
6. Ask Kenny to share his works in class





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Level and Subject Matter:

Quarter:

Curriculum Content Standards:

Curriculum Performance Standards:

Specific Topic:

Lesson Plan Objectives:

Learner Name:

Characteristics:	
Interests	
Readiness	
Learning Profile	





LP RUBRIC



Check the ratings below to evaluate the UDL & DI lesson plan, with the given scale:

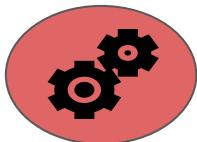
5 = Excellent 4 = Above Average 3 = Satisfactory 2 = Needs Improvement

Category	score	Comments
<i>Lesson Structure & Time Management</i> Smooth, well-paced, and all lesson parts (from opening to closing) are clearly delivered within 15 minutes		
<i>Multiple Means of Representation (MMR)</i> <i>Uses a variety of strategies to represent content effectively, catering to diverse learning needs.</i>		
<i>Multiple Means of Engagement (MME)</i> Actively engages students with meaningful activities, choice, and connections.		
<i>Multiple Means of Action and Expression (MMX)</i> Offers diverse ways for students to demonstrate understanding, supporting all learning styles.		
<i>Attainability</i> The teacher's input and Guided Practice are effective in attaining the LP objectives		
<i>Learner Diversity in UDL</i> All anticipated learners in the classroom were given accommodations and/or modifications		
<i>Overall Engagement & Creativity</i> Presentation is highly engaging, with creative elements that maintain audience interest and understanding.		
<i>Overall Effectiveness & Impact</i> Lesson is highly effective, inclusive, and meets all UDL and DI principles.		
<i>Organization and Quality</i> Exhibited well-planned, sequential, clearly organized plan		
Total Score		/45

Differentiated Instruction (DI) PLAN



CONTENT

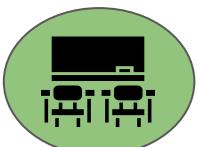


PROCESS

include accommodation and modification



PRODUCT



LEARNING ENVIRONMENT



DEFENSE RUBRIC



Check the ratings below to evaluate the defense, with the given scale:

5 = Excellent

4 = Above Average

3 = Satisfactory

2 = Needs Improvement

Category	5	4	3	2	Comments
<i>eBook Content Completeness</i> The eBook followed the suggested format showing all ProfEd outputs.	✓				
<i>Story Vignette</i> The profile of the subject is well-introduced as manifested by the descriptions on characteristics, types, probable causes of condition, and other assessments that were manifested in their writing					
<i>Analysis</i> The synthesis of findings, as well as the conclusions, and the recommended lesson plans and IEPs, were supported with strong arguments and well documented evidence					
<i>Writing Mechanisms</i> The write-up is presented with clarity, conciseness, and correctness, and is free from grammatical and mechanical errors					
<i>Learner Diversity</i> All anticipated learners in the classroom were given accommodations and/or modifications in both UDL and DI LPs					
<i>Pecha Kucha Presentation</i> The illustration, drawing, or photography used are attractive in terms of design, layout, and neatness					
<i>Subject Knowledge</i> The members demonstrated knowledge by answering all questions with explanation and elaboration during the project presentation and defense					
<i>References</i> The cited materials are relevant, up-to-date and are listed down using the APA 7 th edition format					
Total Score				/45	



WEEK EIGHT



Worksheet no.4 TPPROFED04

Group:
Year & Section:
Date:

Universal Design for Learning (UDL) and Differentiated Instruction (DI).

Create a lesson plan on UDL and DI for your story vignette subject that is assumed to be placed in an inclusive regular education classroom.

Subject Matter:

Title:

Grade Level:

Lesson Objectives:

1. .
2. .
3. .

Profile of Learners Assumed to be in the Classroom	
K-12 Standards	•
Assessment	<ul style="list-style-type: none"> • Formative / ongoing assessment () • Summative / end of the lesson assessment ()

Worksheet no. 5: UNIVERSAL DESIGN FOR LEARNING

NEXT PAGE





Worksheet no.4 TPPROFED04

34

Materials:

I. LESSON OPENING

PROCEDURE

UDL (Multiple Means of REE) UDL (Multiple Means of REE) Include the logos as you write the activities here



NEXT PAGE

II. TEACHER INPUT**PROCEDURE****UDL (Multiple Means of REE)****NEXT PAGE**

PROCEDURE

UDL (Multiple Means of REE)

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III. GUIDED PRACTICE

PROCEDURE

UDL (Multiple Means of REE)

NEXT PAGE



IV. INDEPENDENT PRACTICE

PROCEDURE

UDL (Multiple Means of REE)

NEXT PAGE



V. CLOSURE**PROCEDURE****UDL (Multiple Means of REE)**

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LP RUBRIC



Check the ratings below to evaluate the UDL & DI lesson plan, with the given scale:

5 = Excellent 4 = Above Average 3 = Satisfactory 2 = Needs Improvement

Category	score	Comments
<i>Lesson Structure & Time Management</i> Smooth, well-paced, and all lesson parts (from opening to closing) are clearly delivered within 15 minutes		
<i>Multiple Means of Representation (MMR)</i> <i>Uses a variety of strategies to represent content effectively, catering to diverse learning needs.</i>		
<i>Multiple Means of Engagement (MME)</i> Actively engages students with meaningful activities, choice, and connections.		
<i>Multiple Means of Action and Expression (MMX)</i> Offers diverse ways for students to demonstrate understanding, supporting all learning styles.		
<i>Attainability</i> The teacher's input and Guided Practice are effective in attaining the LP objectives		
<i>Learner Diversity in UDL</i> All anticipated learners in the classroom were given accommodations and/or modifications		
<i>Overall Engagement & Creativity</i> Presentation is highly engaging, with creative elements that maintain audience interest and understanding.		
<i>Overall Effectiveness & Impact</i> Lesson is highly effective, inclusive, and meets all UDL and DI principles.		
<i>Organization and Quality</i> Exhibited well-planned, sequential, clearly organized plan		
Total Score		/45



LP RUBRIC

Check the ratings below to evaluate the UDL & DI lesson plan, with the given scale:

5 = Excellent 4 = Above Average 3 = Satisfactory 2 = Needs Improvement



Prof

Category	score	Comments
<i>Lesson Structure & Time Management</i> Smooth, well-paced, and all lesson parts (from opening to closing) are clearly delivered within 15 minutes		
<i>Multiple Means of Representation (MMR)</i> <i>Uses a variety of strategies to represent content effectively, catering to diverse learning needs.</i>		
<i>Multiple Means of Engagement (MME)</i> Actively engages students with meaningful activities, choice, and connections.		
<i>Multiple Means of Action and Expression (MMX)</i> Offers diverse ways for students to demonstrate understanding, supporting all learning styles.		
<i>Learner Diversity in UDL</i> All anticipated learners in the classroom were given accommodations and/or modifications		
<i>Differentiated Instruction (DI) Strategies</i> Thoughtfully differentiates instruction to support SV student		
<i>Overall Engagement & Creativity</i> Presentation is highly engaging, with creative elements that maintain audience interest and understanding.		
<i>Overall Effectiveness & Impact</i> Lesson is highly effective, inclusive, and meets all UDL and DI principles.		
<i>Organization and Quality</i> Exhibited well-planned, sequential, clearly organized plan		
Total Score		/45



LP Rubric

PROJECT PRESENTATION

Philippine Normal University
TP- ProfEdo4 - Foundations of Sp and IE
UDL Project Presentation



Comments		%
I - _____		45 - 100
A		44 - 99
B		43 - 98
C		42 - 97
D		41 - 96
E		40 - 95
F		39 - 94
		38 - 93
		37 - 92
		36 - 91
		35 - 90
		34 - 89
		33 - 88
		32 - 87
		31 - 86
		30 - 85
		29 - 84
		28 - 83





DEFENSE RUBRIC

Check the ratings below to evaluate the defense, with the given scale:

5 = Excellent

4 = Above Average

3 = Satisfactory

2 = Needs Improvement



Category	5	4	3	2	Comments
<p><i>Content Completeness</i> The vignette followed the suggested format from the personal data to the conclusion.</p>					
<p><i>Story Vignette</i> The profile of the subject is well-introduced as manifested by the descriptions on characteristics, types, probable causes of condition, and other assessments that were manifested in their writing</p>					
<p><i>Analysis</i> The synthesis of findings, as well as the conclusions, and the recommended lesson plans and strategies, were supported with strong arguments and well documented evidence</p>					
<p><i>Writing Mechanisms</i> The write-up is presented with clarity, conciseness, and correctness, and is free from grammatical and mechanical errors</p>					
<p><i>Research-based Strategy</i> The student was given appropriate accommodations / modifications, with effective strategies</p>					
<p><i>Pecha Kucha Presentation</i> The illustration, drawing, or photography used are attractive in terms of design, layout, and neatness</p>					
<p><i>Subject Knowledge</i> The members demonstrated knowledge by answering all questions with explanation and elaboration during the project presentation and defense</p>					
<p><i>Capstone Integration</i> Concepts of all ProfEd courses taken were integrated in the presentation</p>					
<p><i>References</i> The cited materials are relevant, up-to-date and are listed down using the APA 7th edition format</p>					
Total Score	/45				

LP Rubric

PROJECT PRESENTATION

Philippine Normal University
TP- ProfEdo4 - Foundations of Sp and IE
UDL Project Presentation



Comments		%
I - _____		45 - 100
A		44 - 99
B		43 - 98
C		42 - 97
D		41 - 96
E		40 - 95
F		39 - 94
		38 - 93
		37 - 92
		36 - 91
		35 - 90
		34 - 89
		33 - 88
		32 - 87
		31 - 86
		30 - 85
		29 - 84
		28 - 83





Self + Peer Rating

TP - ProfEd04

RUBRIC



Check the ratings below to evaluate the title, with the given scale:

5 = Excellent 4 = Above Average 3 = Satisfactory 2 = Needs Improvement

Category	5	4	3	2	Comments
<i>1. Contribution to group goals</i> Consistently and actively works toward group goals; willingly accepts and fulfills individual role within the group					
<i>2. Consideration of others</i> Shows sensitivity to the feelings and learning needs of others; values the knowledge, opinion, and skills of all group members and encourages their contribution					
<i>3. Contribution of knowledge</i> Consistently and actively contributes knowledge, opinions, and skills without prompts or reminders					
<i>4. Working and sharing with others</i> Helps the group identify necessary changes and encourages group action for change; always does the assigned work without having to be reminded					
Total Score	/20			%	

RATING BY GROUP A MEMBER 1	Final Score / 20
<i>My self-</i>	
<i>Member 1 -</i>	
<i>Member 2 -</i>	
<i>Member 3 -</i>	
<i>Member 4 -</i>	
<i>Member 5 -</i>	
<i>Member 6 -</i>	
<i>Member 7 -</i>	





LP RUBRIC

Check the ratings below to evaluate the UDL & DI lesson plan, with the given scale:

5 = Excellent 4 = Above Average 3 = Satisfactory 2 = Needs Improvement



Category	score	Comments
<i>Pecha Kucha Format</i> Follows the Pecha Kucha timing perfectly, with smooth transitions and concise content.		
<i>Group Halloween Costume</i> Creative and cohesive costume theme relevant to lesson content or teacher roles; enhances presentation.		
<i>Teacher Input</i> Instructional procedures are very clear, with teacher and learner-centered approaches, as well as UDL principles		
<i>Individual and Guided Practice</i> Activities are planned to achieve a higher critical thinking and/or to provide remediation to learners		
<i>Learner Diversity in UDL</i> All anticipated learners in the classroom were given accommodations and/or modifications		
<i>Overall Engagement & Creativity</i> Presentation is highly engaging, with creative elements that maintain audience interest and understanding.		
<i>Assessment and Evaluation</i> Varied formative and summative assessment strategies are included, which are consistent to the objectives		
<i>Closure</i> Comprehensive summary is given to reinforce learning and link to future learning		
<i>Organization and Quality</i> Exhibited well-planned, sequential, clearly organized plan		
Total Score		



LP RUBRIC

Check the ratings below to evaluate the UDL & DI lesson plan, with the given scale:

5 = Excellent 4 = Above Average 3 = Satisfactory 2 = Needs Improvement



Prof

Peers

Category	5	4	3	2	Comments
<i>Content Standards / Objectives</i> Appropriate content standards were selected and are concisely written, following the SMART principles					✓
<i>Lesson Opening</i> Activity is clearly, creatively and concisely stated and is related to the objectives, with multiple means of REE					
<i>Teacher Input</i> Instructional procedures are very clear, with teacher and learner-centered approaches, as well as UDL and DI principles					
<i>Individual and Guided Practice</i> Activities are planned to achieve a higher critical thinking and/or to provide remediation to learners					
<i>Learner Diversity in UDL</i> All anticipated learners in the classroom were given accommodations and/or modifications					
<i>Differentiated Instruction</i> Necessary accommodations and/or modifications are presented in the content, process, product and learning environment in the LP					
<i>Assessment and Evaluation</i> Varied formative and summative assessment strategies are included, which are consistent to the objectives					
<i>Closure</i> Comprehensive summary is given to reinforce learning and link to future learning					
<i>Organization and Quality</i> Exhibited well-planned, sequential, clearly organized plan					
Total Score					/45





LP RUBRIC

Check the ratings below to evaluate the UDL & DI lesson plan, with the given scale:

5 = Excellent 4 = Above Average 3 = Satisfactory 2 = Needs Improvement



Peers

Category	5	4	3	2	Comments
<i>Content Standards / Objectives</i> Appropriate content standards were selected and are concisely written, following the SMART principles		✓			
<i>Lesson Opening</i> Activity is clearly, creatively and concisely stated and is related to the objectives, with multiple means of REE					
<i>Teacher Input</i> Instructional procedures are very clear, with teacher and learner-centered approaches, as well as UDL and DI principles					
<i>Individual and Guided Practice</i> Activities are planned to achieve a higher critical thinking and/or to provide remediation to learners					
<i>Learner Diversity in UDL</i> All anticipated learners in the classroom were given accommodations and/or modifications					
<i>Differentiated Instruction</i> Necessary accommodations and/or modifications are presented in the content, process, product and learning environment in the LP					
<i>Assessment and Evaluation</i> Varied formative and summative assessment strategies are included, which are consistent to the objectives					
<i>Closure</i> Comprehensive summary is given to reinforce learning and link to future learning					
<i>Organization and Quality</i> Exhibited well-planned, sequential, clearly organized plan					
Total Score	/45				



LP Rubric

Philippine Normal University
2ProfEd05 - Foundations of Sp and IE
WS 04



RTD #4 TALLY SHEET

I -	Prof	Peer	Comments	%
A				40 - 100
B				39 - 99
C				38 - 98
D				37 - 97
E				36 - 96
				35 - 95
				34 - 94
				33 - 93
				32 - 92
				31 - 91
				30 - 90
				29 - 89
				28 - 88
				27 - 87
				26 - 86
				25 - 85
				24 - 84
				23 - 83



WEEK TWELVE



Worksheet no. 5 TPPROFED04

Student Number:

Year & Section:

Date:

Redefining Inclusive Education. Reflecting on your understanding of inclusive education, articulate a redefined perspective on what it entails. In your response, consider the multifaceted nature of inclusion, encompassing not only physical accessibility but also social, emotional, and academic dimensions. Share insights on how inclusive education can contribute to a more equitable and enriching learning environment.

For the culminating activity, prepare a 15-minute presentation that effectively communicates your redefined perspective on inclusive education. Structure your presentation with clarity, using examples from national and international settings, experiences, or references to support your insights. Ensure that your presentation not only highlights the transformative potential of embracing a comprehensive view of inclusive education but also engages your audience effectively.





RUBRIC

Group Worksheet 5

Redefining Inclusive Education. Inclusive education, a dynamic and evolving concept, goes beyond the traditional boundaries of merely accommodating students with diverse needs. It calls for a fundamental redefinition, urging students to view it as a comprehensive approach that fosters an environment where all individuals, regardless of differences, actively participate, engage, and thrive. This redefinition encourages a broader understanding that extends beyond the physical and academic aspects, emphasizing the creation of a supportive and inclusive community within educational settings.

Check the ratings below to evaluate the group work with the given scale:

5 = Excellent

4 = Above Average

3 = Satisfactory

2 = Needs Improvement

1 = Inadequate

Category	5	4	3	2	Comments
<i>Content Knowledge</i> Demonstrates an exceptionally deep understanding of inclusive education, incorporating insightful perspectives and comprehensive insights.					
<i>Relevance of Examples and Experiences</i> Provides highly relevant and compelling examples/experiences that effectively illustrate the multifaceted nature of inclusive education.					
<i>Clarity and Structure</i> Delivers a presentation with exceptional clarity, organization, and seamless transitions between key points, keeping the audience fully engaged.					
<i>Engaging Delivery</i> Engages the audience through a dynamic and captivating delivery, incorporating effective use of voice, body language, and visual aids.					
<i>Time Management</i> Skillfully manages time, utilizing the allocated 15 minutes effectively without exceeding or falling significantly short of the time limit.					
Total Score	/25				5%





RUBRIC

Category	OBTEC —	Comments
<i>Content Knowledge</i> Demonstrates an exceptionally deep understanding of IE, incorporating insightful perspectives and comprehensive insights.		
<i>Relevance of Examples and Experiences</i> Provides highly relevant and compelling examples/experiences that effectively illustrate the multifaceted nature of inclusive education.		
<i>Clarity and Structure</i> Delivers a presentation with exceptional clarity, organization, and seamless transitions between key points.		
<i>Engaging Delivery</i> Engages the audience through a dynamic and captivating delivery, incorporating effective use of voice, body language, and visual aids.		
<i>Time Management</i> Skillfully manages time, utilizing the allocated 15 minutes effectively without exceeding or falling significantly short of the time limit.		
Total Score	/25	%



Materials Development

TPPROFED04 Foundations of Special & Inclusive Education

REFERENCES

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Bonus Worksheet TPPROFED04

Student Number:

Year & Section:

Deaf Awareness and Basic Sign Language Training. After attending the online training, share your insights and perceptions on how this training has helped you as a person and as a pre-service teacher. ADD your certificate in uploading your WS.

List three misconceptions about deaf culture and the Deaf community, along with the correct concepts to understand.

(Three large empty boxes for writing responses)

IMPORTANCE *Why is it important to understand the deaf culture?*

(Large empty box for writing response)

APPLICATION *How do you plan to use the knowledge and skills gained from this session in your daily life?*





RUBRIC



PHILIPPINE NORMAL UNIVERSITY
THE NATIONAL CENTER FOR TEACHER EDUCATION
COALITION OF INCLUSIVE AND SPECIAL EDUCATORS
TAFT AVENUE, MANILA



DEAF AWARENESS AND BASIC SIGN LANGUAGE TRAINING

FILIPINO SIGN LANGUAGE **2024**



25 MAY 2024
10:00 AM
TO
12:00 NN

SCAN ME



Category	5	4	3	2	Comments
<i>Understanding of Content</i> Demonstrates a thorough and nuanced understanding of the training content, including key concepts and practical applications.					
<i>Personal Reflection</i> Provides deep, reflective insights on how the training has impacted personal growth. Offers specific, well-articulated examples.					
<i>Application</i> Clearly articulates how the training will be applied in their role as a pre-service teacher. Provides specific, actionable strategies or changes.					
<i>Engagement with Training Material</i> Demonstrates a high level of engagement with the training material, often referencing specific parts of the training.					
Total Score				/20	%

Scale:

5 = Excellent 4 = Above Average 3 = Satisfactory 2 = Needs Improvement

Deaf Awareness and Basic Sign Language Training





Bonus Worksheet TPPROFED04

Student Number:

Year & Section:

Date:

Special Olympics Pilipinas. Upon participating in the SOP orientation, share your insights and perceptions on how inclusion should be integrated in education and community. Use the template in doing this.

List down three new information that you learned about inclusion.

-
-
-

STRATEGIES

List down specific ways on how SOP helps reduce these barriers in the Philippines

-

BARRIERS

identify specific reasons why there is a need to educate the community on inclusion and disability

-



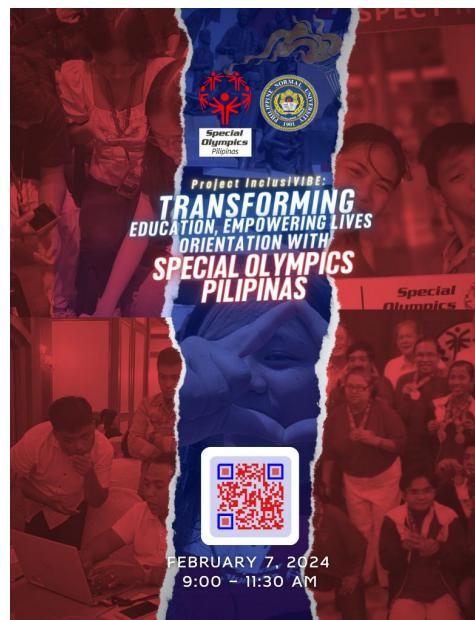


RUBRIC

Bonus Worksheet

Check the ratings below to evaluate the story vignette, with the given scale:

- 5 = Excellent
- 4 = Above Average
- 3 = Satisfactory
- 2 = Needs Improvement



Category	5	4	3	2	Comments
Identification of Barriers Specific barriers to equity were identified from the webinar/s watched					
Insights Correct concepts were reflected on three newly acquired knowledge					
Strategies Realistic ways of integrating inclusion and disability in the community (or personal) practices were suggested					
Sentence Structure The sentence structure is correct.					
Total Score	/20		%		



Bonus Worksheet TPPROFED04

Student Number:

Year & Section:

Date:

Gender Inclusion in Education. Upon viewing the Gender Sensitivity Training webinars, share your insights and perceptions on how gender should be integrated in education. Use the template in doing this.

List down three new information that you learned from the webinars.

BARRIERS

identify specific reasons why women and LGBTQ+ have limited opportunities in the country

STRATEGIES

List down specific ways on how the education system could address gender inequality

-

-





RUBRIC

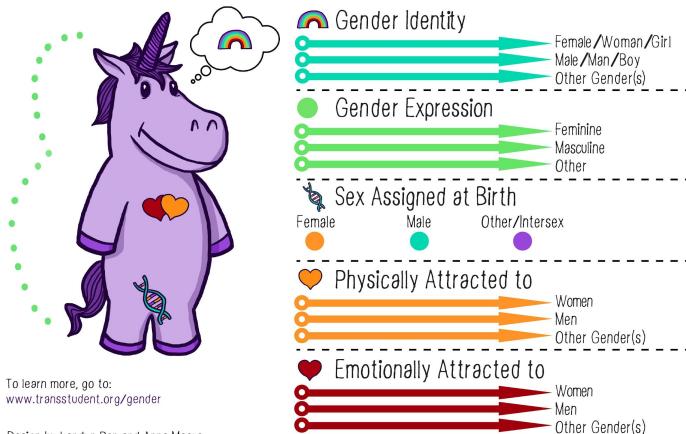
Bonus Worksheet

Check the ratings below to evaluate the story vignette, with the given scale:

- 5 = Excellent
- 4 = Above Average
- 3 = Satisfactory
- 2 = Needs Improvement

The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



Category	5	4	3	2	Comments
Identification of Barriers Specific barriers to gender equality and equity were identified from the webinar/s watched					
Insights Correct gender and development concepts were reflected on three newly acquired knowledge					
Strategies Realistic ways of integrating gender in the classroom (or personal) practices were suggested					
Sentence Structure The sentence structure is correct.					
Total Score				/20	%



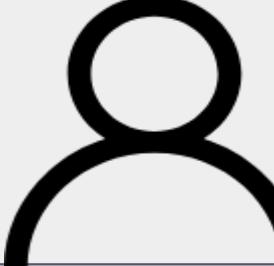


Bonus Worksheet TPPROFED04

Student Number:
Year & Section:
Date:

Gifted & Genius. Showcase one (or group) of Gifted or Talented woman or member of the LGBTQ+ from local or foreign scene, at any field, and defend that the subject is “gifted” or “talented” with the use of *any* of the theories listed below.

- ★ Group A Renzulli's Three-Trait Definition
- ★ Group B Piirto's Pyramid Model of Talent Development
- ★ Group C Maker's Problem-Solving Perspective
- ★ Group DEF Other Theories on Intelligence (except Multiple Intelligences)



THEORY

DESCRIPTION

-



RUBRIC



Illustration by Lazir Caluya (2017) CNN Ph

Group Worksheet #3

Gifted and Genius. Highlight a local or foreign person who made a huge difference in the world. Do this for WS #3 and base your work on the criteria listed below. You may find some Filipinas on this websites:

- <https://www.cnnphilippines.com/life/culture/2017/6/7/5-filipino-heroines.html>
- <https://www.ncda.gov.ph/featured-filipino-pwd/>

Check the ratings below to evaluate the work with the given scale:

5 = Excellent

4 = Above Average

3 = Satisfactory

2 = Needs Improvement

Category	5	4	3	2	Comments
<i>Accuracy of Description</i> Information about the person was very well researched and accurate					
<i>Theory of Intelligence or Giftedness</i> The shero / LGBTQ+ was justified as a gifted person using the actual concepts of the theories which are matched with their attributes					
<i>Creative Presentation and Art</i> Presentation of visuals included extremely helpful and interesting					
<i>Structure, Grammar and Mechanics</i> Offers engaging and compelling sentences and paragraphs without spelling, punctuation, or grammatical errors					
Total Score			/20		%

