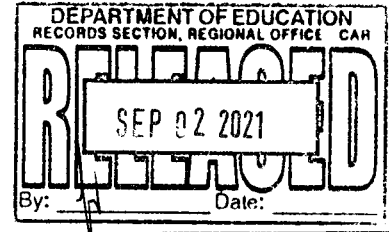




Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION



August 10, 2021

REGIONAL MEMORANDUM

No. 381-2021

**REGIONAL GUIDELINES ON THE DEVELOPMENT OF INSTRUCTIONAL PLAN
(iPlan) FOR GRADE I LEARNERS WITH DISABILITIES or DIFFICULTIES
AFTER THE CONDUCT OF MULTI - FACTORED ASSESSMENT**

**TO: OIC-Assistant Regional Director
Schools Division Superintendents
All Schools Division Offices
All Others Concerned**

1. The Department of Education – CAR issues this contextualized regional guidelines on the Development of Instructional Plan (iPlan) for Grade I male and female Learners with Disabilities or Difficulties (LWDs) after the conduct of Multi – Factored Assessment.
2. This shall provide guidance to grade 1 public elementary school teachers as they plan for instructional strategies or activities to address the specific learning needs of learners exhibiting certain disability or difficulty.
3. The instructional plan shall serve as reference of elementary teachers in preparing daily log of activities especially for learners initially observed or reported to have specific learning needs.
3. Throughout the conduct of the MFAT and iPlan process, careful consideration on child protection relative to the Child Protection Policy is highly emphasized.
4. Immediate dissemination of and strict compliance with this Memorandum is desired.


ESTELA L. CARIÑO EdD, CESO III
Director IV/Regional Director

CLMD/CFM/dot



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I. Rationale:

Chapter II, Sec. 12 of the **Republic Act 7277** known and cited as the “**Magna Carta for Disabled Persons**” explains that the “State shall ensure disabled persons are provided with access to quality education and ample opportunities to develop their skills”.

The existing guidelines on the conduct of Multi-Factored Assessment through the tool dubbed as Multi-Factored Assessment Tool as stipulated in **DepEd Order No. 29, s. 2018**, is highly reiterated and shall serve as the springboard of this regional guidelines. As highlighted in the said DepEd Order, MFAT shall be conducted to Grade 1 male and female learners in all regular elementary schools a month after the beginning of each School Year. It shall be given to learners who may exhibit developmental advancement and delays or who show manifestations of learning disability/difficulty. The conduct of MFAT during this pandemic was also reiterated in paragraph 15 of **DepEd Order No. 29, s. 2021**.

While the DepEd Orders emphasized that the “MFAT was developed to assist teachers for instructional planning and educational placement of learners,” **the mandates missed to provide guidance on how instructional planning should be organized.**

To test the feasibility of the developed IP and get feedback from the implementers, a pilot run was conducted on February 23 to March 19, 2021, and focus group discussion was conducted on May 12, 2021. Based on gathered feedback after the Focus Group Discussion, teachers who implemented Instructional Planning using the attached form, highlighted that it is an appropriate tool for teachers to address the learning weaknesses of the learners, well organized with clear instructions, and congruent with the components of MFAT. Further, it served its purpose in guiding teachers to plan for appropriate remediation or intervention.

In view of the above statements, this contextualized guideline **envisions to bridge MFAT to Instructional Planning.** The Instructional Plan shall provide directions to the grade 1 teachers as they plan for and implement specific interventions to address the learning needs of each learner after assessment. Moreover, the goals set shall serve as basis in the delivery of learning, provision of intervention activities, and conduct of assessment and grading to learners who seem to have disability or difficulty. Further, serves as guide for grade 2 teachers for the succeeding years.

II. Scope

These regional guidelines shall provide guidance to grade 1 **public** elementary school teachers in the preparation of an Instructional Plan (iPlan) for learners who were assessed to have exhibited learning difficulties after the conduct of multi-factored assessment through the MFAT.



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III. Definition of Terms

1. **Assessment** refers to the continuous process of identifying the strengths and weaknesses of the child through the use of formal and informal tools for proper program grade placement. Existing SPED Centers in the Division shall assist regular schools in the assessment process (DepEd Order No. 72, s. 2009).
2. **Inclusive Education** is accepting all children regardless of race, size, shape, color, ability or disability with support from school staff, students, parents, and the community (DepEd Order No. 72, s. 2009).
3. **Intervention** is any educational help, measure or action taken and made available directly to the disabled at the earliest possible moment whenever and wherever possible to encourage the learner's cognitive, psychomotor, social, and linguistic development (Policies and Guidelines of Special Education in the Philippines, 1999).
4. **Instructional Plan (iPlan)** is a written document that describes the learners' profile or information and education plan designed for learners with learning difficulties to help them get the most out of their education. It is designed to track each learner's progress, meant to address his or her unique academic learning needs, and includes individualized education goals.
5. **Learners with Disabilities or Difficulties (LWDs)** are those who require adaptation of education services and modification of school practices to access educational opportunities in the general education curriculum (DepEd Order No. 55, s. 2016).

IV. Policy Statement

These regional guidelines uphold one of the salient features of Inclusive Education for Learners with Disabilities or Difficulties generally directed towards embracing diversity in any learning environment, with ongoing curriculum support from the school and active involvement of parents and other stakeholders.

Instructional planning is vital in facilitating a conducive learning environment especially for learners who exhibit delays or difficulties, if our aim is to help these learners develop their full potential so they could lead fulfilling and independent lives.

V. Procedures

The process flow attached in **Enclosure 1** illustrates how MFAT is bridged with the preparation of an Instructional Plan. To clearly explain the process, the following salient steps should serve as reference.



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1. Conduct of multi-factored assessment through the Multi-Factored Assessment Tool

- a. Follow the provisions or steps in conducting this assessment as stipulated in DO No. 29, s. 2018.
- b. In times of calamity like this pandemic, the teacher may conduct a home-based assessment based on agreed upon schedule with parents strictly observing health protocols.
- c. After analyzing results of assessment based on MFAT, the iPlan shall be prepared.

2. Development of an Instructional Plan (iPlan)

This plan shall provide solid ground for incorporating accommodations and modifications in curriculum and learning delivery for learners exhibiting learning difficulties. The template to be filled out is attached in **Enclosure 2**. This was modified from the Individualized Educational Plan (IEP) in RM No. 236, s. 2020.

Primary considerations in the development of the iPlan shall revolve on the following:

a. Organization of and Meeting with the iPlan Core Team

- i. The iPlan team shall be composed of persons with working knowledge and understanding of learners with disabilities or difficulties. The following shall form the core iPlan team; however, inclusion of other members that may provide educational and medical support to the learner may be considered:
 - (1) Learner's parents/guardians
 - (2) Grade 1 teacher
 - (3) School Head
 - (4) Special Education Teacher in the school or in the nearest school
 - (5) Guidance Counselor or Guidance Designate
- ii. The team shall do the following preliminaries to be primarily facilitated by the Grade 1 teacher:
 - (1) Inform parents on the purpose of the meeting.
 - (2) Orient parents/guardians on the parts and contents of the iPlan.
 - (3) Give time for the parents to clarify concerns if there are.
 - (4) Orient the core team that all information being discussed shall not be divulged to anyone outside the core team. This is to protect the rights of the learner.

b. Gathering and Sharing of Information

- i. A profile of the learner must be completed. Hence, parents of LWDs as valuable members of the core iPlan team shall provide



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information and collaborate with the iPlan team in the completion of their child's profile.

- ii. The learner's strengths and needs based on the results of the multi-factored assessment shall be carefully shared to the parents for information.

c. Goal Setting

Prioritization helps the iPlan team focus on what to target for the learner for the quarter. The team shall establish priorities based on the information that has been gathered from the MFAT.

To determine the priorities, the team may consider accomplishing the following:

- i. List the priority learner's learning needs.
- ii. Rank the learner's needs based on priority.
- iii. Choose the most priority needs to be addressed.
- iv. To determine the needs of the learner, the team needs to consider the following guide questions:
 - (1) Does the learner need this skill now?
 - (2) Will this skill be used in other learning areas?
 - (3) Will this skill help the learner become independent?
 - (4) Is the goal appropriate to the learner's age and grade?
 - (5) How useful will the competency/skill be for the learner in another environment?

d. Determining Objectives

As part of the team, parents may suggest ideas and information in achieving the goal/s for the development of learning outcomes. These outcomes usually indicate what the learner may accomplish in a specific learning area or domain and period during the quarter.

In this stage, the team shall do the following:

- (i) Accomplish the End Goal and quarterly objectives per domain.
- (ii) Explain to the parents/guardians how these quarterly objectives will be achieved.
- (iii) Accomplish the remaining parts of the iPlan and let the parents/guardians affix their signatures as a symbol of their agreement with the goals and objectives set and their willingness to assist in and track their child's progress.

e. Implementing and Reviewing the iPlan

- (i) After the core iPlan team has developed the instructional plan, the grade 1 teacher shall prepare specific activities to carry out the goal and objectives. The teacher shall prepare a separate daily log of activities for the learner following the template below.



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Date	Activities	Remarks

- (ii) On agreed upon review schedules with the iPlan Core Team, the teacher shall present a progress report to illustrate how the learner is performing vis-à-vis the target goals or objectives. After evaluating the progress report, the iPlan Core Team shall recommend termination of the iPlan End Goals if attained.
- (iii) The quarterly review shall likewise be an avenue in ensuring that the iPlan is efficiently carried out.

3. Roles of Governance Levels

To realize the successful implementation of this guideline in the schools, roles of DepEd Personnel across governance levels are cited below.

a. Regional Office

- i. Disseminates policies and guidelines through a Regional Memorandum.
- ii. Orients SDOs on the preparation of the I-Plan and how they shall assist schools in this undertaking.
- iii. Gathers feedback from the SDOs.
- iv. Provides technical assistance based on the results of the monitoring conducted using the monitoring tool attached in Enclosure 3.

b. Division Office

- i. Disseminates the Regional Memorandum to the District Heads and School Heads.
- ii. Assists school heads in orienting teachers on the relevance of this undertaking and on the proper accomplishment of the template.
- iii. Monitors the implementation of the policy in schools.
- iv. Provides technical assistance to school heads and teachers on relevant concerns or issues.
- v. Seeks guidance from the Regional Office on matters that need clarification or direction.

c. School

(1) School Head

- (a) Acts as catalyst of change and source of information.
- (b) Provides area/room for the conduct of assessment and guidance on instructional plan development.
- (c) Provides needed budget for the MFAT administration and I-Plan related activities.
- (d) Gives technical assistance to teachers.
- (e) Seeks guidance from the Division Office on matters that need clarification or direction.



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- (f) Collaborates with SPED Center School Heads and Teachers on:
 - (i) Instructional planning
 - (ii) Identification of difficulty/functioning of LWDs
 - (iv) Use of appropriate Instructional Materials and application of strategies
 - (iv) Classroom Management
 - (v) Others
- (g) Monitors the effective implementation of the iPlan by the concerned teacher.

(2) Teachers

(a) In SPED Centers

- (i) Gives technical assistance to teachers in the regular schools in identifying difficulties/functioning of learners, development of instructional plan, use of the refined curriculum for LWDs, and other tasks relative to handling LWDs.
- (ii) Establishes and maintains good rapport with School Heads and teachers in the regular schools.

(b) In the Regular Schools

- (i) If trained on MFAT, administers the assessment. If not, seeks help from a trained teacher and assists in the administration of the assessment.
- (ii) Ensures readiness of materials and facilities for the conduct of multi-factored assessment.
- (iii) Facilitates the iPlan Core Team Organization and Meetings.
- (iv) Summarizes the assessment result ready for presentation during the iPlan Core Team Meeting.
- (v) Ensures readiness and implementation of Instructional Plan for learners with specific learning difficulties.
- (vi) Collaborates with SPED teachers on:
 - (1) Instructional planning
 - (2) Identification of difficulties/functioning of LWDs
 - (3) Instructional Materials/strategies
 - (4) Classroom Management
 - (5) Other relevant matters
- (vii) As an agent of change, prepares the other regular class teachers, learners, and their parents in welcoming and accepting LWDs in their classes.

(3) Parents

- (a) Provides information during the validation of observation.
- (b) Collaborates with iPlan team and provides needed information in the development of instructional plan.
- (c) Provides support for the developmental progress of their child.
- (d) Accepts suggestions and maintains an open communication with the teacher.



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VI. Monitoring and Evaluation

The monitoring tool attached in **Enclosure 3** shall be used to ensure efficient implementation of these guidelines in the Schools Divisions and Schools.

The Regional Office, through Curriculum and Learning Management Division (CLMD) and Policy, Planning and Research Division (PPRD) shall conduct random monitoring to ensure implementation of this guideline. Likewise, Schools Division Offices through the Curriculum Implementation Division (CID) and School Governance and Operations Division (SGOD) shall conduct monitoring and evaluation of the implementation of this guideline at the school level.

VII. References

DepEd Order No. 029, s. 2018. Policy on the Implementation of Multi – Factored Assessment Tool

DepEd Order No. 55, s. 2016. Policy Guidelines of the Assessment of Student Learning for the K to 12 Basic Education Program

DepEd order No. 72, s. 2009. Inclusive Education as a Strategy for Increasing Participation Rate of the children

Regional Memorandum No. 236, s. 2020. Refined Learning Competencies for Learners with Special Education Needs

Republic Act 7277. "*Magna Carta For Disabled Persons.*"

Special Education Division (SPED) - Bureau of Elementary Education (BEE)(1999). *Policies and guidelines on special education.* Department of Education, Culture and Sports (now Department of Education), Pasig City

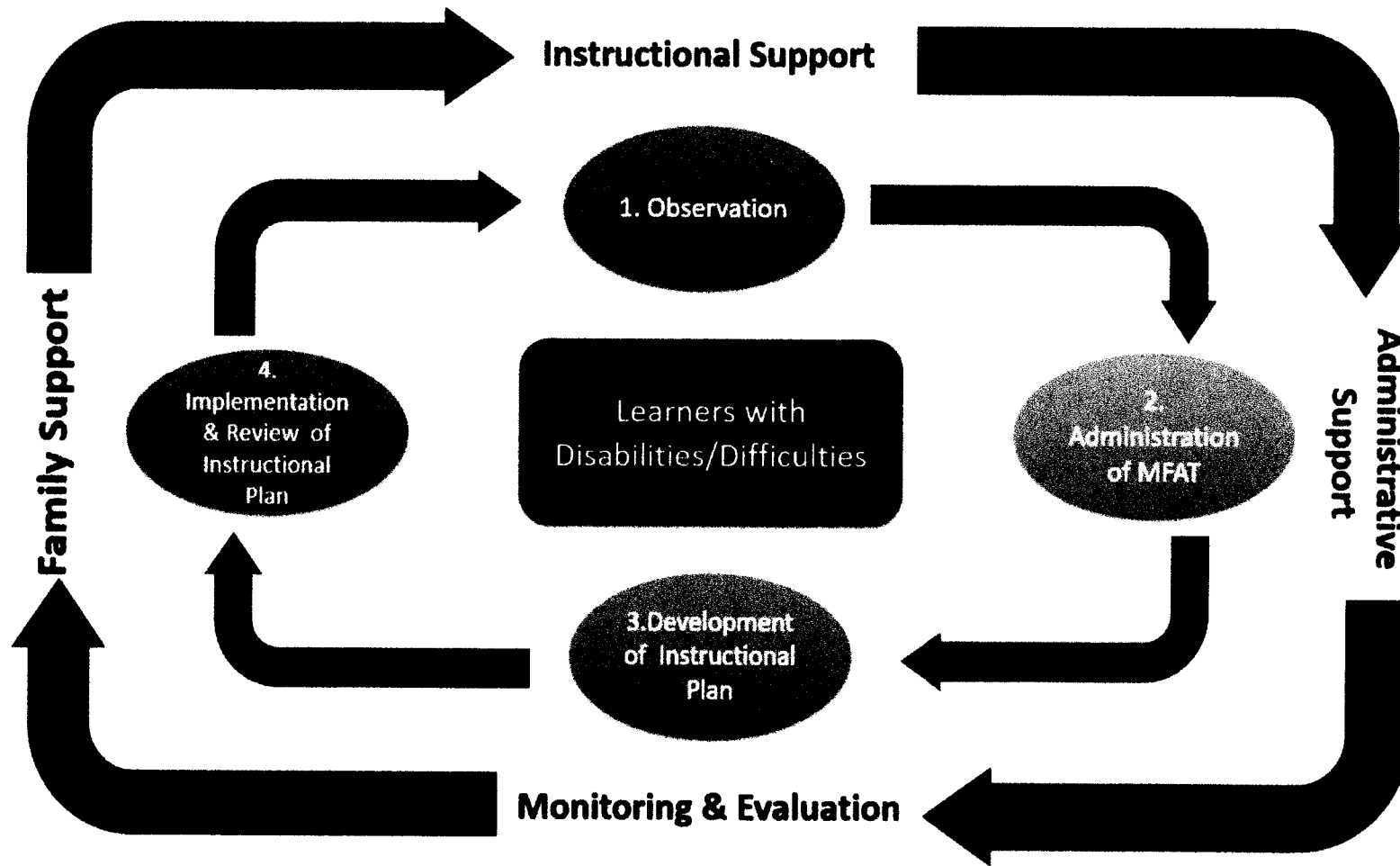
VIII. Effectivity

This policy shall take effect immediately upon publication of the Regional Memorandum in the DepEd-CAR website and shall remain in force and in effect unless sooner repealed, amended, or rescinded. It shall be implemented starting SY 2021-2022 and shall be sustained in the succeeding school years.



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Enclosure 1: Process Flow





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Enclosure 2: Parts of the Instructional Plan (iPlan)

(Modified Instructional Plan based on IEP in RM No. 236, s. 2020)

Disclaimer: This document is strictly confidential. All information shall not be disclosed to the public to protect the rights of the clients. All information shall solely be used for instructional planning. This shall not be reproduced and circulated without consent from the learner's parents/guardians (RA 10173).

INSTRUCTIONAL PLAN

SY _____

(Source of objectives will be based on the result of MFAT)

INFORMATION

LEARNER'S/PARENT INFORMATION	MEETING INFORMATION
Learner's Name:	DATE OF MEETING: _____
Sex:	DATE OF LAST iPlan: _____
Birthdate:	PURPOSE OF MEETING:
Grade:	____ First iPlan
LRN:	____ Second iPlan
Learner's Primary Language:	____ Third iPlan
Address:	____ Revision of iPlan Date _____
Learner's Home Address:	____ iPlan Revision Without a Meeting:
Parents:	At the request of _____ Parent
Parent Phone:	Anticipated Duration of Intervention:
Work:	_____
Mobile Phone/ Email:	iPlan Review Date: _____
Language Spoken at Home:	COMMENTS:
Emergency Contact/Phone Number:	_____
Current School:	
District:	

iPlan PARTICIPATION

Parent/Guardian:
Learner's Name :
School Head:
Special Education Teacher:
Regular Education Teacher:
Guidance Counselor/Guidance Designate:



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PROCEDURAL SAFEGUARDS

____ I was provided with information relative to the Instructional Plan. The process, interventions, and benefits were clearly explained in my primary language. I will help and give the basic information needed in this plan.

Parent's Signature: _____

Distribution of Confidential Folder

____ Parent/Guardian ____ School Head ____ Special Education teacher ____ Regular Teacher ____ Guidance Counselor/Guidance Designate

PRESENT ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE/BEHAVIOR

Consider results of the initial observation, interview, outputs, anecdotal record and the academic, developmental and functional needs of the learner after assessment through the MFAT, which may include the following areas: academic achievement, language/communication skills, social/emotional/behavior skills, cognitive abilities, health, motor skills, adaptive skills, and other skills as appropriate.

MFAT ASSESSMENT RESULTS

EVALUATION

Remarks	Remarks	
	Strengths	Needs (Weakness)
1. Let's Talk (Communication Domain)		
2. Treasure Box (Cognitive Domain)		
3. My Daily Routine (Daily Living Skills Domain)		
4. Whether Weather (Socio-Emotional Skills Domain)		
5A. Work of Hands (Fine Motor Domain)		
5B. Let's Get Physical (Gross Motor Domain)		

SIGNIFICANT OBSERVATIONS:



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BACKGROUND INFORMATION FROM THE PARENT/GUARDIAN

STATEMENT OF THE LEARNER'S CURRENT STRENGTH
STATEMENT OF PARENTS' EDUCATIONAL CONCERNS
STATEMENT OF LEARNER'S PREFERENCES AND INTERESTS

CONSIDERATION OF SPECIAL FACTORS

1. Does the learner's behavior impede his or her learning or the learning of others? <input type="checkbox"/> No action needed <input type="checkbox"/> Yes, addressed in iPlan If yes, team must consider the use of positive behavioral interventions, support, and other strategies, to address behavior.
2. Does the learner have limited language proficiency? <input type="checkbox"/> No action needed <input type="checkbox"/> Yes, addressed in iPlan If yes, team must consider language needs of the learner as those needs relate to his or her iPlan.
3. Is the learner blind or visually impaired? <input type="checkbox"/> No action needed <input type="checkbox"/> Yes, addressed in iPlan If yes, team must evaluate reading /writing needs & provide for instruction in Braille unless determined not appropriate for the learner.
4. Is the learner deaf or hard of hearing? <input type="checkbox"/> No action needed <input type="checkbox"/> Yes, addressed in iPlan If yes, team must consider communication needs.
5. Does the learner require assistive technology devices and services? <input type="checkbox"/> No action needed <input type="checkbox"/> Yes addressed in iPlan If yes, team must determine nature and extent of devices and services.

iPlan GOALS, INCLUDING ACADEMIC AND FUNCTIONAL GOALS AND BENCHMARKS OR SHORT-TERM OBJECTIVES

END GOAL (Let's Talk)		
BENCHMARK OR SHORT-TERM OBJECTIVES	Attained	Not Attained
<i>Quarterly Objective:</i>		

END GOAL (Treasure Box)		
BENCHMARK OR SHORT-TERM OBJECTIVES	Attained	Not Attained



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Quarterly Objective:		
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END GOAL (My Daily Routine)		
BENCHMARK OR SHORT-TERM OBJECTIVES	Attained	Not Attained
<i>Quarterly Objective:</i>		

END GOAL (Weather Weather)		
BENCHMARK OR SHORT-TERM OBJECTIVES	Attained	Not Attained
<i>Quarterly Objective:</i>		

END GOAL (Work of Hands)		
BENCHMARK OR SHORT-TERM OBJECTIVES	Attained	Not Attained
<i>Quarterly Objective:</i>		

END GOAL (Let's Get Physical)		
BENCHMARK OR SHORT-TERM OBJECTIVES	Attained	Not Attained
<i>Quarterly Objective:</i>		

RELATED SERVICES

(Recommend support services to help the child improve based from evaluation by checking on the appropriate space provided)

___ School Health Services
___ Recreation Therapy
___ Parent Counseling & Training
___ School/Division Nurse
___ Other Services
Identify: _____



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RECOMMENDATION FOR FORMAL ASSESSMENT

Does the learner need to be recommended for formal assessment by medical practitioners and/or psychologist/psychometrician?

_____ YES

_____ NO

If YES, reasons for formal assessment:

iPlan IMPLEMENTATION

As the parent, I agree with the components of this iPlan. I understand that its provisions will be implemented as soon as possible after the iPlan goes into effect. Furthermore, I commit to support my child in his/her education and/or developmental progress and shall attend meetings as scheduled by the iPlan Core Team.

Parent's Signature:



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Enclosure 3: SDO and RO Monitoring Tool

Guide Questions	Response/s
1. How many teachers prepared the Instructional Plan after conducting the MFAT?	
2. How many did not utilize and why?	
3. What learning difficulties were most common after analyzing the MFAT results?	
4. Is this IP helpful to the teachers? If YES, in what way/s? If NO, why?	
5. Are there any suggestions for further inclusion in this IP template?	

Prepared by: _____

Noted: _____
For SDO: SDS
For RO: Chief



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Enclosure 4. iPlan Process Timeline

Activities	Schedule/Time Frame	Person Responsible
1. Observation of learners and recording of manifestations	July – October (One month after the beginning of the School Year. Conduct of observation will depend on the opening of the School Year/classes.)	Teacher
2. Administration of MFAT	First two weeks just after the one-month observation	School Head, Grade 1 teacher
3. Development of Instructional Plan	Quarterly	iPlan Core Team (Learner's Parents/Guardians, School Head, Grade 1 Teacher, SPED Teacher, Guidance Counselor or Designate)
a. Meeting of the IP Core Team	Following week just after the administration of MFAT.	
b. Gathering and Sharing of Information (Profiling)	These may be conducted at the own pace of the Core Team within the week.	
c. Goal Setting	Quarterly (or may depend on the attainment of the objectives)	
d. Determining Objectives		
4. Implementation & Review of iPlan	Quarterly	iPlan Core Team (Learner's Parents/Guardians, School Head, Grade 1 Teacher, SPED Teacher, Guidance Counselor or Designate)
a. Preparation of Daily log of activities	Daily within the quarter	
b. Termination of Objectives if attained	This may be done any day within the quarter or depends on the attainment of objectives.	
c. Quarterly review of the iPlan		