

Table 7. LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (NON-GRADED) DATA, SY 2017-2018 (As of June 30, 2017)

Areas of Difficulties	Kindergarten		Primary Level						Transition		TOTAL (Kindergarten to Transition)	
	Male	Female	Level I		Level II		Level III		Male	Female	Male	Female
			Male	Female	Male	Female	Male	Female				
1. Difficulty in Remembering or Concentrating, paying attention and understanding	0	0	1	2	0	0	0	0	0	0	1	2
2. Difficulty in displaying interpersonal behavior (Emotional and Behavioral)	0	0	1	2	0	0	0	0	0	0	1	2
3. Difficulty in Communicating	0	0	2	2	0	0	0	0	0	0	2	2
4. Difficulty in Mobility (Walking, Climbing and Grasping)	0	0	1	1	0	0	0	0	0	0	1	1
5. Difficulty in Hearing	0	0	2	1	0	0	0	0	0	0	2	1
6. Difficulty in Seeing	0	0	0	1	0	0	0	0	0	0	0	1
7. Difficulty in performing adaptive skills (self-care)	0	0	2	0	0	0	0	0	0	0	2	0
8. Multiple Impairment/Disability	0	0	1	1	0	0	0	0	0	0	1	1
TOTAL	0	0	10	10	0	0	0	0	0	0	10	10

Note: Table 7 data is FINAL based on Learners Information System (LIS) for Beginning of the School Year 2017-2018.

1. **Non Graded** - refers to learners with severe or profound difficulties who are provided with interventions focused on self-help skills and other life skills in a self-contained class.
2. **Kindergarten** - refers to the Early Intervention Program for learners with special educational needs.
3. **Primary Level** - refers to the level after kindergarten where learners with special educational needs are still being prepared for mainstreaming in regular classes. Learners with special educational needs are allowed to stay in the program for a maximum of three (3) years in each of the three (3) levels. However, learners with special educational needs can be mainstreamed in regular classes if found to be ready based on performance.
 - a. **Level I** - refers to the first two years in SPED Classes
 - b. **Level II** - refers to the next two years in SPED Classes
 - c. **Level III** - refers to the last two years (5th and 6th) in the SPED Program
4. **Transition** - refers to level/program for learners with special educational needs who have completed the primary level who could not pursue academic subjects and/or over-aged for the elementary level

Areas of Difficulties:

1. **Difficulty in Remembering or Concentrating, paying attention and understanding** - refers to a learner that manifest significant limitations in general intellectual functioning; in adaptive functioning (communication, self-care, home living, health and safety, social skills, functional academics, community use, leisure and work) which exist concurrently; it includes those medically diagnosed as learners with: Reading Disability or Dyslexia; Written Expression Disability; Spelling Disability; Handwriting Disability or Dysgraphia; Mathematical Disability or Dyscalculia.
2. **Difficulty in displaying interpersonal behavior (Emotional and Behavioral)** - refers to a learner whose conditions are characterized by emotional or behavioral responses in school programs so different from appropriate age, cultural or ethnic norms which affects their educational performance (academic, social, vocational or personal skills) more than temporary and responses are stressful to environment behavior is exhibited in two different settings (one of which is school related). They are also unresponsive to direct intervention in general education.
3. **Difficulty in Communicating** - refers to a learner whose developmental conditions are causing problems in communication, learning and social behaviors. It is typically characterized by difficulty in: Understanding others; Producing message; Communicating using devices.
4. **Difficulty in Mobility (Walking, Climbing and Grasping)** - refers to a learner that manifest difficulty in maintaining one's position or changing a body position. They include those diagnosed as having cerebral palsy, spina bifida and muscular dystrophy.
5. **Difficulty in Hearing** - refers to a learner that have difficulty in hearing, hard of hearing, suffering from hearing loss or deaf.
6. **Difficulty in Seeing** - refers to a learner that manifest difficulty in vision that even with correction, adversely affects a child educational performance. They include those that are totally blind, functionally blind or low vision.
7. **Difficulty in performing adaptive skills (self-care)** - refers to a learner manifesting difficulty in washing oneself, caring of body parts, toileting, dressing, eating and drinking.
8. **Multiple Impairment/Disability** - refers to a learner diagnosed with cerebral palsy with other disabilities, deaf-blindness, hearing impairment with other disabilities, autism and ADHD and those who have combination of those previously mentioned.

Reminder: Table 7 will be accomplished ONLY by elementary schools with SPED classes and SPED centers.

Certified True and Correct by :
 School Head : NERLIZA C. MIRANDA
 (Signature Over Printed Name)
 Position Title : Principal III Date : October 11, 2017

Checked by Schools District Office :
 Head of the Office: DOLORES M. LAVILLA
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 Position Titl : District Supervisor Date : _____

Verified by the Schools Division Office :
 Head of the Office: GERMELINA H. PASCUAL, CI
 (Signature Over Printed Nam
 Position : Sch. Division Superintendent Date : _____