

Readiness of Deaf / Hard of Hearing (DHH) Students for Inclusion in The K-12 Technical, Vocational and Livelihood (TVL) Track

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ABSTRACT

*This study is titled *The Readiness of Deaf or Hard of Hearing (DHH) in the K-12 for Inclusion in the Technical Vocational and Livelihood Track*. This study was conducted at Bukidnon National High School Mindanao, Philippines where there are forty enrolled Deaf learners from junior high to senior high school. The main objective of this study is: To ensure that the TVL curriculum and instructional materials are accessible to DHH students by providing appropriate accommodations, adaptations, and assistive technology. This includes modifying instructional content, offering visual and written materials, and using sign language interpreters or captioning services to make the curriculum inclusive. And to prepare DHH students with the vocational and technical skills necessary for success in the TVL track and their chosen career paths. This may involve providing specialized training and support, mentorship programs, and practical work experiences that cater to the unique needs and aspirations of DHH students. Based on conducting this research approximately two million learners still unenrolled, uneducated because they considered as deprived, depressed undeserved individuals. This is in response to our Education for all EFA that all learners must be in the Educational system the IP,s PWD and the muslim. “Kakayahan at Kasanayan para sa Kabataan tungo sa Kaunlaran, Theme of the 40th Celebration of the National Disability Prevention and Rehabilitation week of which this may serve as an avenue to guide and educate people and the community to continue strengthening the learning programs for the Children with Special need specifically on the Deaf or Hard of Hearing Students. hence the research wants their learner to become more motivated and productive in terms of financial stability and can earn for a living in the future. It will also help them to prepare the Deaf student in an inclusive education. It was observed that mainstreaming or inclusion of Deaf students in a regular class is vigorous. Study shows that 3.21 in General Education checklist appear to have complete understanding in all information. It also revealed that in table 1.2 that learner had demonstrate appropriate social development which the learner experiencing authentic peer relationship. This would imply that Deaf student still need to developed ways of communicating and partly engaging themselves in the world they live in.*

Keywords: Inclusive Education, Technical Vocational Tract

Introduction of Best Practices

Mainstreaming or inclusion of deaf or hard of hearing (DHH) students into the K-12 Senior High School Technical, Vocational and Livelihood (TVL) track is a challenge not only to the teachers, but most especially to the students. There are lots of challenges that these learners may experience. Deaf learners in senior high school may face a range of challenges and barriers that can affect their educational experience. These challenges can vary from student to student, but some common problems include Communication Barriers: Lack of effective communication between deaf students and their hearing peers and teachers can hinder their understanding of the curriculum. Limited access to sign language interpreters or real-time captioning services can impede communication. Limited Access to Information: Deaf students may struggle to access information presented in audio format, such as lectures, videos, or podcasts. Inadequate access to written materials or textbooks in sign language or with proper accommodations can hinder learning. Teacher Preparedness: Teachers can lead to misunderstandings. Teachers may not always be trained or equipped to effectively teach and accommodate deaf students. Lack of awareness and understanding of deaf culture and communication methods can lead to misunderstandings.

For inclusive education to be successful, several factors must be in place. School administrators must support inclusion. General education teachers who are primarily responsible for the education of all students must be prepared to accommodate the needs of DHH students. Teachers of DHH students must be prepared to team with the general education teachers and be knowledgeable about the general education curriculum. DHH students' progress should be monitored closely to ensure that support services are beneficial. Accessibility and Inclusivity: Accessibility to education is a fundamental requirement. This involves providing accessible physical infrastructure and technology, as well as adopting inclusive teaching methods. Qualified Teachers and Interpreters: Schools and institutions must employ qualified teachers, sign language interpreters, and support staff who are trained in Deaf education and communication methods. Recognition of Sign Languages: Recognition and support for sign languages (e.g., American Sign Language, British Sign Language) are crucial. Deaf individuals often use sign language as their primary mode of communication, and it should be respected and utilized in education.

Special education shares with regular education basic responsibilities of the educational system to fulfill the right of the child to develop his potential. It is because of this fundamental right to education that the ultimate goal of special education shall be the integration or mainstreaming of learners with special needs into the regular school system and eventually into the community. DHH students placed in an inclusive program often need support beyond accommodations; they may require specific services to benefit from instruction in inclusive settings. The rights of every individual were focus to advocate inclusivity and their rights Right to Life: Every individual has the inherent right to life. This includes protection from unlawful killing and arbitrary use of force. Right to Liberty and Security: Individuals have the right to be free from arbitrary detention, torture, and other forms of inhumane treatment. They also have the right to personal security. Right to Equality and Non-Discrimination: Everyone is entitled to equal protection under the law and should not be discriminated against on the basis of race, gender, religion, nationality, or other characteristics. Freedom of Thought,

Conscience, and Religion: Individuals have the right to hold their own beliefs, practice religion, or not practice any religion without coercion. Freedom of Expression: People have the right to express their opinions and ideas freely, including through speech, writing, and other forms of communication. Right to Work and Education: Individuals have the right to work and receive an education. This includes access to vocational training, safe working conditions, and quality education. Right to Adequate Housing: Everyone has the right to a standard of living that includes adequate housing. Right to Health: People have the right to the highest attainable standard of physical and mental health. Right to Privacy: Individuals have the right to privacy in their personal and family lives, homes, and correspondence.

Right to Asylum: Those who are fleeing persecution have the right to seek asylum and enjoy protection in other countries. Right to Participate in Government: People have the right to participate in the government of their country and in the conduct of public affairs. Cultural and Economic Rights: These include the right to participate in one's culture, the right to work in just and favorable conditions, and the right to participate in cultural, artistic, and scientific life. Right to a Fair Trial: Individuals have the right to a fair and public hearing by an impartial tribunal in the determination of their rights and obligations.

These rights are just a few examples, and they are often enshrined in international documents such as the Universal Declaration of Human Rights, as well as in national laws and constitutions. It's important to note that human rights are universal, inalienable, and indivisible, meaning they apply to all individuals, cannot be taken away, and are interconnected. The specific rights and their scope may vary from one country to another, but the fundamental principles are widely recognized around the world. The readiness of Deaf and hard of hearing individuals, as well as the broader society, plays a crucial role in ensuring their full participation and inclusion in various aspects of life. Here are some key aspects of readiness for Deaf and hard of hearing individuals and the broader community: Education: that provide a sense of belonging and shared experiences. Family and Social Support: Families and social circles should be ready to provide support and understanding to Deaf and hard of hearing individuals. Technology and Access Tools: Technology should be accessible and ready to assist Deaf and hard of hearing individuals, such as videophones, captioning services, and hearing aids or cochlear implants. Education and Training: Deaf and hard of hearing individuals should have access to education and training opportunities that prepare them for various aspects of life, including work and independent living. Advocacy and Representation: Deaf and hard of hearing individuals should have access to advocacy organizations and representation to promote their rights and interests.

To empowered deaf individuals, we also consider some of this organization to strengthen to advocate inclusivity Support groups for teachers, including itinerant teachers, can be invaluable for professional development, sharing experiences, and finding solutions to common challenges. Here are some types of support groups and resources that can be beneficial for teachers and itinerant teachers: Professional Organizations: Joining professional organizations related to education, such as the National Education Association (NEA) or the National Association of Special Education Teachers (NASSET), can provide access to resources, conferences, and networking opportunities.

Local Teacher Associations: Many regions have local teacher associations that offer support and professional development opportunities. These associations can be particularly useful for itinerant teachers, they can connect with colleagues in their specific area. **Special Education Support Groups:** For itinerant teachers who work with students with special needs, connecting with special education support groups can be beneficial. These groups often discuss best practices, IEP (Individualized Education Program) development, and strategies for working with diverse student populations.

Deaf and Hard of Hearing Education Groups: If you're an itinerant teacher working with Deaf or hard of hearing students, consider joining organizations like the American Society for Deaf Children or the Alexander Graham Bell Association for the Deaf and Hard of Hearing. **Parent-Teacher Associations (PTAs):** Engage with PTAs at your school or in the districts where you work. Itinerant teachers can benefit from building connections with parents and guardians of the students they support. **Mentorship Programs:** Seek out mentorship programs within your school or district. Experienced teachers can provide guidance and support to newer educators. **In-Service Training and Workshops:** Attend in-service training sessions and workshops organized by your school or district. These events often provide opportunities for professional development and networking. **Local Workshops and Conferences:** Participate in local teaching workshops and conferences. These events can connect you with other teachers, showcase best practices, and offer opportunities to share your experiences. **Teacher Support Programs:** Some school districts offer teacher support programs or mentoring initiatives specifically designed to assist new or itinerant teachers. When seeking out or forming support groups, consider your specific needs and interests as an itinerant teacher. These groups can offer not only professional support but also a sense of community and understanding among peers who share similar experiences and challenges.

Inclusive education aims to provide equal opportunities and support for all students, including those with diverse abilities, backgrounds, and learning needs. To ensure the success of inclusive education, several key factors should be considered and implemented:

- Commitment to Inclusivity:** A clear and unwavering commitment from educational institutions, administrators, teachers, and the broader community to inclusive education is essential.
- Accessible Facilities and Resources:** Physical infrastructure and resources, including classrooms, materials, and technology, should be accessible to all students.
- Qualified and Inclusive Teaching Staff:** Teachers who are trained in inclusive education principles, as well as cultural and disability awareness, can create a more inclusive classroom environment.
- Individualized Support:** Recognizing that every student has unique needs, individualized support plans, such as Individualized Education Programs (IEPs), should be developed to address those needs.
- Universal Design for Learning (UDL):** Implement UDL principles to design curriculum and teaching methods that cater to a diverse range of learning styles and abilities.
- Collaboration and Teamwork:** Teachers, support staff, specialists, and families should collaborate to provide comprehensive support to students with diverse needs.
- Professional Development:** Continuous professional development and training for teachers and staff to stay updated on best practices in inclusive education.
- Supportive Classroom Environment:** Foster a positive and inclusive classroom culture that values diversity, encourages peer support, and addresses issues of bullying or discrimination.
- Inclusive Curriculum:** Develop and adapt the curriculum to be accessible and relevant to all students, irrespective of their abilities.

Early Intervention: Identify and address learning and developmental needs as early as possible, so students can receive appropriate support from the start. **Parental Involvement:** Encourage and involve parents and guardians in their children's education and the development of support plans. **Accessible Technology and Tools:** Ensure that educational technology and assistive devices are available and used effectively to support students with disabilities. **Culturally Responsive Education:** Recognize and respect the cultural backgrounds of students and integrate diverse perspectives into the curriculum. **Regular Assessment and Feedback:** Implement a system of ongoing assessment and feedback to track progress and make adjustments to support plans. **Community and Stakeholder Engagement:** Engage with the local community, advocacy groups, and disability organizations to ensure that inclusive education is a community-wide effort. **Legal Framework and Policy Support:** Enact and enforce legal and policy frameworks that promote inclusive education and protect the rights of students with disabilities. **Awareness and Sensitivity:** Promote awareness and sensitivity regarding disability, diverse learning needs, and inclusion among all members of the school community.

Funding and Resources: Adequate funding and resources are essential to implement inclusive practices effectively. **Monitoring and Evaluation:** Regularly assess and evaluate the effectiveness of inclusive education programs, making adjustments as needed. **Celebration of Success:** Recognize and celebrate the achievements and contributions of all students, fostering a culture of inclusion and equity. Successful inclusive education not only benefits students with disabilities but also enriches the educational experience for all students and promotes a more inclusive and equitable society.

Justification of Best Practices Implementation

Education interventions for learners with certain exceptionalities can encompass a wide range of strategies and approaches tailored to meet the unique needs of these students. These interventions aim to support their educational progress and overall well-being. Some exceptionalities and corresponding education interventions include: **Intellectual Disabilities:** Individualized, Education Programs, (IEPs) Adaptive curriculum and materials small group instruction Life skills training **Autism Spectrum Disorders (ASD):** Applied Behavior Analysis (ABA) Visual schedules and social stories Speech and language therapy Sensory integration therapy **Attention-Deficit/Hyperactivity Disorder (ADHD):** Behavior management strategies. Classroom accommodations (e.g., preferential seating) Medication management (in some cases) **Dyslexia and Reading Disabilities:** Phonics-based reading programs multisensory reading instruction Assistive technology for reading (e.g., text-to-speech software) **Speech and Language Impairments:** Speech therapy Augmentative and alternative communication (AAC) devices Articulation therapy **Visual Impairments:** Braille instructor Orientation and mobility training Accessible technology and materials **Hearing Impairments:** Sign language instruction Communication support services (e.g., sign language interpreters) Hearing aids or cochlear implants **Emotional and Behavioral Disorders:** Behavior intervention plans Social-emotional learning programs Counseling and support services **Physical Disabilities:** Assistive technology (e.g., adaptive computer devices) Physical therapy and occupational therapy Accessible classroom design **Gifted and Talented Education:** Enrichment programs Accelerated

curriculum independent study opportunities Sensory Processing Disorder: Sensory integration therapy Sensory diets and sensory rooms Calming strategies Specific Learning Disabilities (e.g., dysgraphia, dyscalculia): Individualized instruction and accommodations Specialized reading and math intervention Assistive technology for writing or math. These are just a few examples of education interventions for learners with certain exceptionalities. Effective interventions should be based on the individual needs and strengths of each student and may involve a combination of strategies and support services. Individualized Education Programs (IEPs) or 504 Plans are often used to outline specific interventions and accommodations for students with exceptionalities to ensure they receive the support necessary for their educational success.

Deaf-owned businesses in the Philippines, like in many other parts of the world, face unique challenges and opportunities. While the Philippines has made efforts to promote the rights and inclusivity of the Deaf community, there are still challenges that Deaf entrepreneurs may encounter: **Communication Barriers:** Effective communication can be a significant challenge for Deaf business owners. Communication with hearing customers, suppliers, and employees may be hindered, even with the use of sign language interpreters. Ensuring clear and accessible communication is vital. **Stigma and Discrimination:** Discrimination and stigmatization against Deaf individuals persist in many societies, which can affect their ability to secure funding, access resources, or engage in business partnerships.

Limited Access to Education and Training: Deaf individuals often have limited access to quality education and vocational training, which can affect their business skills and overall entrepreneurship knowledge. **Access to Capital:** Securing financial resources, such as loans or grants, can be challenging for Deaf entrepreneurs, as they may face additional hurdles in proving their creditworthiness and business viability.

Legal and Regulatory Challenges: Some regulatory and legal processes may not be fully accessible for Deaf individuals, which can create barriers when starting or operating a business. **Access to Information and Technology:** Deaf entrepreneurs may face challenges in accessing information and technology, including barriers to online resources and tools that could benefit their businesses. **Lack of Networking Opportunities:** Building a network of business contacts and mentors can be more challenging for Deaf individuals, as networking events and opportunities may not always be fully inclusive. **Accessibility of Physical Spaces:** Ensuring that physical spaces, such as stores or offices, are accessible to Deaf individuals, including those who use wheelchairs or other mobility aids, can be a challenge. **Social and Cultural Factors:** The perception of Deaf individuals in society can influence their business opportunities. Cultural factors and attitudes toward disability can impact their ability to connect with customers and partners.

Despite these challenges, there are also opportunities for Deaf-owned businesses in the Philippines, including government programs and support for persons with disabilities (PWDs) and an increasingly inclusive mindset in the business world. Deaf entrepreneurs have shown resilience and creativity in launching businesses that cater to both Deaf and hearing customers, and some organizations are working to provide training and support specifically tailored to Deaf entrepreneurs. Efforts to promote inclusivity, provide education and training, and address communication

barriers can help Deaf-owned businesses thrive and contribute to economic growth in the Philippines.

Initiatives and support measures for learners with diverse needs, including those with visual impairments, hearing impairments, intellectual disabilities, learning disabilities, and autism, can encompass a wide range of approaches and services:

- Inclusive Education Policies:** Implementation of inclusive education policies that promote equal access and support for all learners, irrespective of their abilities or needs.
- Individualized Education Plans (IEPs):** Development and implementation of individualized education plans for students with diverse needs, outlining specific goals and support strategies.
- Accessibility Measures:** Integration of accessibility features in educational materials, technology, and facilities to accommodate learners with visual and hearing impairments.
- Braille and Tactile Learning:** Provision of Braille materials and tactile learning resources for students with visual impairments.
- Sign Language Instruction:** Offer sign language instruction and communication support for students with hearing impairments.
- Assistive Technology:** Integration of assistive technology, such as screen readers and text-to-speech software, to assist students with diverse needs.
- Special Education Services:** Establishment of special education programs and support services tailored to the unique needs of students with intellectual disabilities and learning disabilities.
- Speech and Language Therapy:** Provision of speech and language therapy for students with communication disorders, including those with autism.
- Behavioral Intervention:** Implementation of behavioral intervention programs and Applied Behavior Analysis (ABA) for students with autism.
- Resource Rooms:** Creation of resource rooms or resource centers where students with diverse needs can receive specialized support and services.
- Teacher Training:** Ongoing professional development and training for educators to equip them with the skills and knowledge needed to support students with diverse needs.
- Peer Support Programs:** Establishment of peer support programs to promote inclusion and positive interactions among all students.
- Parent and Caregiver Involvement:** Encouragement of parental involvement and collaboration in the educational process to support students with diverse needs.
- Sensory-Friendly Environments:** Creation of sensory-friendly classroom environments for students with sensory sensitivities, including those with autism.
- Therapeutic Services:** Provision of occupational therapy, physical therapy, and counseling services for students with diverse needs.
- Social Skills Training:** Integration of social skills training programs for students with autism and other social communication challenges.

These initiatives and support measures aim to ensure that all learners have equal opportunities to access quality education, reach their full potential, and achieve success in their educational journeys. The specific strategies and resources implemented may vary depending on the needs of individual students and the resources available in each educational setting.

Classrooms with deaf students typically follow principles of inclusive education to ensure that students with hearing impairments have access to the same educational opportunities as their hearing peers. Some common features of a general education setting for deaf students may include:

- Sign Language Interpreters:** In many cases, classrooms will have sign language interpreters to facilitate communication between the teacher and deaf students. These interpreters help convey spoken information in sign language and interpret signed responses from deaf students into spoken language.
- Access to Assistive Technology:** Deaf students often use

assistivetechonology like personal FM systems, captioning services, or video relay services to enhance their learning and communication in the classroom.

Visual Aids: Visual aids such as posters, charts, diagrams, and written materials can help convey information and concepts more effectively to deaf students.

Clear Line of Sight: The classroom layout should allow deaf students to have a clear line of sight to the teacher, interpreter, and any visual aids. Seating arrangements may be adjusted to ensure that students can see what's happening in the classroom.

Visual Cues: Teachers often use visual cues to get the attention of deaf students, such as tapping the desk or waving a hand.

Lighting and Acoustics: Proper lighting and acoustics are essential to create an optimal learning environment for deaf students. Ensuring good lighting and reducing background noise can improve visibility and concentration. **Captioning and Subtitling:** For videos or multimedia presentations, providing captioning or subtitling can make the content accessible to deaf students.

Collaboration and Group Work: Incorporating collaborative learning activities and group work can promote social interaction and communication among deaf and hearing students. **Communication Support Personnel:** Depending on the needs of individual students, communication support personnel, such as deaf-blind interpreters, speech-language pathologists, or educational interpreters, may be present in the classroom.

Support for Communication Modes: In classrooms with deaf students, there may be a mix of communication modes used, including sign language, speech, and written communication. Teachers should be flexible in accommodating these various modes. **Inclusive Teaching Strategies:** Teachers may employ inclusive teaching strategies that are beneficial for all students, such as using clear and concise language, providing written instructions, and encouraging active participation. **Sensitivity and Awareness:** Fostering a classroom environment where students are sensitive to and aware of the diverse needs and communication styles of their deaf peers is important for creating an inclusive atmosphere.

It's important to recognize that the specific accommodations and support provided may vary based on the individual needs of the deaf students and the resources available in the school. Deaf students may also receive additional support through Individualized Education Programs (IEPs) or 504 Plans that outline specific accommodations and services to meet their unique needs. Deaf and hard of hearing (DHH) students often require accommodations and modifications to support their learning in a general education classroom. These accommodations aim to create an inclusive environment where DHH students can access information, communicate effectively, and participate fully in the learning process. Here are some common accommodations and modifications:

Accommodations: Sign Language Interpreters: Provide qualified sign language interpreters to facilitate communication between the teacher and DHH students. Interpreters can interpret spoken language into sign language and vice versa. Real-

Time Captioning: For students who use spoken language, real-time captioning services can be used to display spoken words as text on a screen, ensuring that DHH students can follow classroom discussions. **Assistive Listening Devices:** Use assistive listening systems, such as FM systems or loop systems, that transmit the teacher's voice directly to the student's hearing aids or cochlear implants. **Visual Aids and Materials:** Utilize visual aids, including images, charts, graphs, and written materials, to enhance comprehension and communication. **Written Instructions:** Provide written instructions for assignments, activities, and important information. Clear written communication is helpful for DHH students. **Closed-Captioning:** Ensure that any videos or multimedia content used in the classroom are captioned, making them accessible to DHH students. **Use of Technology:** Integrate technology such as tablet apps, communication devices, and online resources that are specifically designed for DHH learners.

Communication Access Real-Time Translation (CART): CART services provide real-time speech-to-text transcription for lectures, discussions, or presentations. **Seating Arrangements:** Arrange seating to optimize visual access for DHH students to the teacher, interpreters, and visual aids. **Extended Test Time:** Provide additional time for tests and exams to allow DHH students ample time to read questions, process information, and provide responses.

Modifications: Modified Curriculum: Tailor the curriculum to address the specific needs and abilities of DHH students. This may involve simplifying content, providing alternative resources, or focusing on core concepts.

Adaptive Assignments: Adjust assignments and assessments to accommodate DHH students' communication methods and learning styles. For instance, allow written or visual presentations instead of oral ones.

Flexible Evaluation Methods: Consider alternative evaluation methods, such as project-based assessments or portfolio reviews, which may better reflect the capabilities of DHH students. **Peer Support:** Encourage peer support and collaboration within the classroom. Assigning partners or group work can help DHH students interact with their peers effectively.

Sensory-Friendly Environment: Create a sensory-friendly classroom environment by minimizing background noise, ensuring good lighting, and using visuals to supplement auditory information. **Additional Support Personnel:** Depending on individual needs, DHH students may benefit from the presence of educational interpreters, speech therapists, or other specialists in the classroom. **Individualized Education Plans (IEPs):** Develop and implement IEPs that outline specific accommodations, modifications, and support services tailored to each DHH student's unique needs. **Teacher Training:** Ensure that teachers and school staff receive training in Deaf education and strategies for working with DHH students.

It's important to recognize that accommodations and modifications should be determined on an individualized basis, considering the specific needs and preferences of each DHH student. Collaborating with parents, special education professionals, and the students themselves is essential to creating an inclusive and effective learning environment.

Objectives of Implementation

The objectives of best practice implementation are:

1. To ensure that the TVL curriculum and instructional materials are accessible to DHH students by providing appropriate accommodations, adaptations, and assistive technology. This includes modifying instructional content, offering visual and written materials, and using sign language interpreters or captioning services to make the curriculum inclusive.
2. To prepare DHH students with the vocational and technical skills necessary for success in the TVL track and their chosen career paths. This may involve providing specialized training and support, mentorship programs, and practical work experiences that cater to the unique needs and aspirations of DHH students.

Curriculum Instructions

Effective curriculum and instruction for deaf learners require a commitment to inclusivity, accessibility, and a deep understanding of the unique needs and capabilities of these students. Collaboration between educators, deaf education specialists, and the deaf community can be instrumental in creating a supportive learning environment.

Vocational Technical Skills

It's important to note that the specific skills and careers chosen by deaf students should align with their interests, strengths, and career goals. Access to vocational and technical education programs, as well as accommodations such as sign language interpreters or captioning services, can greatly support their skill development and career readiness. Additionally, building strong communication and problem-solving skills is essential for success in various vocational and technical fields. Economic and financial stability hence Deaf individual can now be productive in their specific job description. Those who have attempted to establish home-based business can now start their own business.

The government and the private sectors are full support in giving opportunities to our people through Job Fairs. The concentrations of the numbers of job openings it to share equal opportunity among Deaf individuals.

Impact of Best Practices Implemented

The study will primarily utilize a researcher-made questionnaire adapted from the Placement and Readiness Checklist (PARC) for students who are and Hard of Hearing by Johnson (2010). The instrument consists of Readiness checklist with three parts, the General Education, the Interpreted/Transliterated education and the Oral/manual instruction access. The Readiness checklists focus on the essential skills that learners require in order to actively and meaningfully participate in the school's education program. It consist of three parts 1) General Education Inclusion Readiness 2)

Interpreted/ Transliterated Education Readiness and 3) Oral/Manual Instruction Access.

The General Education Inclusion Readiness Checklist contains 13 indicators which may be use to evaluate overall readiness for inclusion in the general education classroom. The researcher will rate the learner base on observation and interview with sign cue 5-point rubric; where higher rating of 4 and 5 suggest that respondents are more likely to participate successfully in the general education classroom; rating of 2 and 3 means that the respondent is emerging but supervision and supportive re still needed; while a rating of 1 means that the respondents may be in need of specialized instruction.

Part 2 checklist the Interpreted/Transliterated Education Readiness Checklist, consist of five (5) indicators which are rated on a 5-ponit Likert Scale Always (A) – The DHH learner needs interpreting services more. Frequently (F)- Skills is emerging by the DHH learner needs interpreting services. Sometimes (S)- The DHH learner needs interpreting services rarely. Rarely ®- the DHH student only need interpreting/transliterating services. Never (N) – the DHH learners only need interpreting/Transliterating services. Thus, the students could benefit from a more direct instruction from the teacher.

Part 3 Checklist or the Oral/Manual Instruction Access Checklist Contain indicator that assess proficiency of the students in their chosen communication mode.

The checklist is rated using a 5 point Likert Scale with the following descriptions: Always (A) – The DHH learner is proficient / ready for oral instruction with sign cue 90% of of the time Frequently (F) – The DHH learner is proficient/ready for oral instruction with sign cue 70-90% of the time Sometime (S) – The learner is proficient ready for oral instruction 40-69% of the time. Rarely (R) – is the learner proficient ready for oral instruction with sign cue 10-39% of the time Never- The DHH learner only need interpreting /transliterating services less than 10% of the time.

Discussion of Results and Recommendation

Reveals on the result of General Education on inclusion with a mean of 3.25 this would imply that the learner in the Special Education were able to perform in terms of the process of chain communication with 3.42 as averagely positive of which DHH learner needs to perform academically. It also reveals that learners with language skills were able express and understand instructions with 3.37 respectively. Research studies on the determinants of self-stem of deaf individuals often yield inconsistent finding. The current study assessed the effect on self-esteem of factors related to deafness. Such the means of communications at home and severity of hearing loss with haring aid. Regardless of whether deaf children grow up in hearing on deaf family, they all have to go through similar life experiences as they try to find their way in the majority society. They likely have faced frustration, embarrassing, misunderstanding and the loneliness of being left out of oral conversation. Number of studies shows that those deaf children who are taken by deaf parents often have advantages over those who are born to hearing families because they are growing up in an environment where communication is naturally dependently on visual, not oral, cues. Almost all deaf parents us sign

language while integrating with their children and as a result family members are more likely to understand each other needs Crowe (2003).

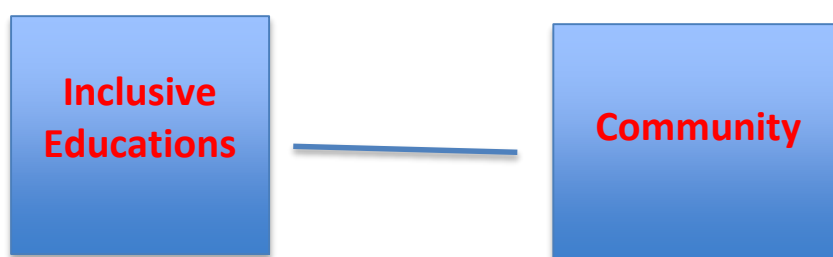
It was also observed during the conduct of the interview, 11 Of 19 Deaf students were able to learn abstract and comprehend and follow directions related to the lesson. For hearing children, phonological coding is an important factor in reading comprehension (Bradly & Bryant 1993). For deaf children, limited access to spoken language can obstruct their access to phonological information and therefore their word identification skills. It also reveals on the studies on deaf reader use phonological information have varying results. Several studies have shown a significant positive relation between phonological awareness and related task. It thus appears that some but not all deaf students have access to phonology to varying degrees. Deaf students who do not have access to phonology tend to be older, have a better reading skill, better speech intelligibility more residual hearing and better speech reading skills (leybaert 1993).

Also reveals that DHH Learner are more likely demonstrate the ability to learn abstract, learn new vocabularies and can comprehend class content and instruction with the mean of 3.05. It was also observed that DHH Learner can demonstrate understanding on the role of the interpreter. This would imply specifically on how the DHH Learner are allowing the interpreter and maintaining appropriate boundaries with the interpreter with mean of 3.42.

It reveals the comparative results on Oral/manual instructions checklist shows and observed that Deaf student have their way of communicating. Hence oral and with sign cue was observed that General Skill on oral mode of communication has a mean of 2.43 and 4.34 with sign cue, this would imply that DHH Learner has a better access with sign cue when communicating. Data also reveals that it has a lot easier with sign cue when expressing themselves with sign cue with a mean of 4.57.

It was observed during the interview that majority of the 19 respondents were able to confidently be expressing their language with sign cue with the highest mean of 4.58. Which also imply that they can carry out conversation on a conversation indecently. However, the oral method- relies on spoken language and speech reading (also known as lip-reading). Oralism requires intensive practice and is most successful for individuals who learned to speak becoming deaf or slowly lost their sense of hearing. An alternative to oralism is the manual method facilitate natural and efficient communicating, but few people outside deaf communication knows American Sign Language (ASL) which can limit interaction (Gallaudet and Clerc).

Figure 1



Summary and recommendations

The transition from junior high school to senior high school and preparing for life beyond school is a critical phase in a student's education. To facilitate a successful transition, consider the following recommendations:

Early Planning and Preparation: Start the transition process early by discussing senior high school options, career interests, and future goals with students and their parents.

Career Guidance and Counseling: Provide access to career counselors who can help students explore their interests, strengths, and potential career paths. **Individualized Education Plans (IEPs):** For students with special needs, ensure that IEPs are updated to address their specific transition goals and needs. **Transition Programs:** Offer transition programs that help students understand the differences between junior and senior high school and the academic and social expectations. **Parental Involvement:** Engage parents and guardians in the transition process through information sessions and open communication. **Mentorship and Peer Support:** Implement mentorship programs or pair students with older peers who can offer guidance and support. **Academic Advising:** Help students select appropriate courses and programs that align with their career goals and interests. **Life Skills Education:** Integrate life skills education into the curriculum, covering topics like financial literacy, communication, problem-solving, and time management. **Career Exploration:** Provide opportunities for students to explore potential careers through internships, job shadowing, or career fairs. **Social and Emotional Support:** Offer counseling and support services to address the emotional and social challenges students may face during the transition. **Assistive Technology and Accommodations:** Ensure that students with disabilities have access to assistive technology and accommodations that support their learning needs. **Financial Aid and Scholarships:** Inform students about financial aid options and scholarship opportunities for senior high school and post-secondary education. **Time Management and Organization:** Teach students effective time management and organizational skills to help them balance academics, extracurricular activities, and personal life. **Leadership and Extracurricular Activities:** Encourage participation in leadership roles and extracurricular activities to build leadership skills, teamwork, and community involvement. **Goal Setting and Future Planning:** Help students set short-term and long-term goals and develop action plans to achieve them. **Building Resilience:** Teach resilience and coping strategies to help students navigate challenges and setbacks. **Parent-Teacher Collaboration:** Facilitate ongoing communication and collaboration between parents, teachers, and school staff to ensure a smooth transition. **College and Career Readiness:** Provide resources and guidance for students considering post-secondary education, vocational training, or entering the workforce. **Celebrate Achievements:** Acknowledge and celebrate students' achievements and milestones during the transition process to boost their confidence and motivation. **Continued Support:** Continue to offer support and resources as students' progress through senior high school and into their post-secondary or career paths. A successful transition should equip students with the academic, social, and life skills necessary to thrive in senior high school and beyond, fostering independence and a sense of purpose as they prepare for life after school.

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