

Enhanced Learning Activity Sheets for Learners with Special Educational Needs in the New Normal Learning: A Collaboration to Maximize their Potential

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Abstract— The COVID-19 crisis has forced education systems worldwide to find alternatives to face-to-face instruction. As a result, modular distance learning has been used by teachers and learners with special educational needs on an unprecedented scale. Teachers of Bagong Nayon II National High School who are handling learners with special educational needs served as writers and evaluators in the Innovative Learning Resource Material entitled “Enhanced Learning Activity Sheets for Learners with Special Educational Needs” (E-LAS for LSENs) that will be used by the LSENs itself through the guidance and support of their parents, teachers, and the school in general. This project aims to supply learning resources for the LSENs’ continuous learning for instruction across all disciplines focusing on the needs of the special education students during the COVID-19 pandemic. Therefore, this study sought to examine the perception of parents of learners with special educational needs on the enhanced learning activity sheets developed by the teachers. The research was carried out in Bagong Nayon II National High School. The study used a survey research design. A total of 25 respondents participated in the study and the instrument used for data collection was the online survey questionnaire. Quantitative data were analyzed by Excel to generate figures. According to the findings, it was confirmed that the majority of the parents of LSENs find that the enhanced learning activity sheets were appropriate learning materials that would be a great help for the parents and learners with special needs to successfully access the needed materials in the new normal learning. In addition, this learning resource material was corroborated as an effective approach based on the perception of the parents of LSENs to fill in the gap in the absence or lack of modules for the Learners with Special Educational Needs. The researcher believes that this can contribute to the attainment of excellence and quality of education in the Special Education Program in the school and the Schools Division of Antipolo.

Keywords— COVID 19 pandemic, learning activity sheets, learners with special educational needs, new normal learning.

I. INTRODUCTION

Learners with Special Educational Needs (LSENs) are represented as “those who need special education services and modification of school practices to access instructional opportunities and also the general education curriculum. They embrace those that have a problem seeing, hearing, walking or ascent steps, basic cognitive process or concentrating, and communicating” (DepEd Order No. 55, s. 2016). The department has been capacitated by the LSENs’ potential since the implementation of the K to 12 Program under Inclusive Education. They were fastidiously given special attention and consummated their final goal of equalizing learning opportunities to all learners and producing “holistically developed Filipinos” in the long term.

However, the COVID-19 pandemic has triggered several changes in k to 12 educations like learning remotely from home (Nelson, 2020). Whereas most of the students have had routines interrupted, special education students are perhaps most tormented by the disruption. The challenges of the pandemic are many and have forced schools across the state to require necessary steps to not solely defend the health and safety of students but address the educational, social, and emotional needs of its most vulnerable students. While modular distance learning quickly became the default answer for the more than a million students displaced by school closures, it was also the most accessible choice for the students currently identified as students with special educational needs and disabilities in Bagong Nayon II National High School.

As mandated by the DepEd Order No. 29, s. 2018 entitled “Policy on the Implementation of Multi-Factored Assessment Tool”, the school needs to identify Learners with Special Educational Needs (LSENs), who may need education services and/or medical/allied services; and assist teachers in planning and designing instructions appropriate for LSENs (Department of Education, 2018). Under the above DepEd Order, the school then identified students with special educational needs so that they could receive special assistance or services needed for them to continue their learning despite the COVID-19 pandemic. Indeed, serving students with special educational needs during the

COVID 19 pandemic requires a positive culture towards them. They must be nurtured and as an educator, we must look out for them at this global health crisis. Their rights to equally received quality education, the rights to a life that allows them to fulfill their potential.

In 1992, the Senate and House of Representatives approved the Republic Act No. 7277 as the "Magna Carta for Disabled Persons." This law will ensure that disabled persons are provided with access to quality education and ample opportunities to develop their skills. As a learning institution that catered learners with special educational needs, we consider the special requirements or needs of the LSEs in the formulation of educational policies and programs, especially during this time of the pandemic. On the other hand, the Department of Education issued DepEd Order No. 72, s. 2009 entitled "Inclusive Education as Strategy for Increasing Participation Rate of Children" has organized the urgency to address the problem and, likewise, guarantees the right for these children to receive appropriate education within the regular or inclusive classroom setting (Department of Education, 2009). The inclusive education system where students with special needs are mainstreamed into a regular learning environment with normal students has been implemented for many decades. This is to ensure that the department will provide equal rights and opportunities on accessible, meaningful, quality, inclusive education for students with special needs, specifically on the access of meaningful and quality learning modules that they will be using at home during the pandemic.

However, it was observed from the submitted reports from SPED Coordinator and parents of LSEs, participation and responses in submitting outputs from the tasks written in the DepEd provided modules seem to be a huge challenge to students, parents, and teachers of the school. As such, resulted from incomplete data on teachers record sheets, no sources of data for the grade computation and students plan to drop from the class.

Hence, upon evaluating and critiquing the learning modules that will be used for the first quarter, we found out that LSEs could not be able to accomplish if not in any respect the activities in the Self-Learning Modules (SLMs) provided by DepEd because it had been meant for the regular students. At that point, it had been extremely a challenge for the teachers to find appropriate learning materials for the learners with special educational needs (LSEs).

With this, to address the challenge of the most vulnerable sector in education during this pandemic, the

school conceptualizes a project based on the feedback given by the parents of LSEs. Enhanced Learning Activity Sheets for Learners with Special Educational Needs (E-LAS for LSEs) was created to help learners with special education continue their learning despite the COVID-19 pandemic. This is the very reason for creating this kind of project because the Self-Learning Modules provided by DepEd seems a bit harder for the special education students as well as their parents and/or guardians acting as their teacher at home who are experiencing much more difficulties.

Thus, the teachers who are handling special education students are instructed to make and validate learning resources that are appropriate for the LSEs providing them the opportunities to continue learning without sacrificing their health and safety. Toward this end, the school will ensure the development of the LSEs' skills and potentials to enable them to compete favorably for available opportunities (The Magna Carta of Disabled Persons, 1992). With this, there will be a capacity to attain a more meaningful, productive, and satisfying life among LSEs.

Certainly, these learning activity sheets will enable children to continue learning while still observing healthcare protocols designed to reduce the spread of the virus, their success depends on the availability of enabling learning activity sheets, the availability of parental support, and the learners' ability to adapt. With this, the school helps lighten up the load by creating this project by modifying, planning, and designing appropriate instructional materials that are simplified as a replacement of the self-learning modules used by the regular students.

The Enhanced Learning Activity Sheets for Learners with Special Educational Needs will be used for the second quarter up to the fourth quarter for the School Year 2020-2021 to achieve the mastery of the content knowledge within their learning needs and increase the level of cognitive, affective, and psychomotor domain across the curriculum with the assistance and guidance of their parents to achieve the learning to happen in this time of pandemic through modular distance learning.

This context inspired the researcher to assess parental perspective on the use of the enhanced learning activity sheets for their children with special educational needs and its impact on the academic performance as a result of school closure because of the COVID 19 pandemic. At this point of having a pandemic, we wanted to empower learners with special educational needs and assuring that no one will be left behind.

II. LITERATURE REVIEW

The COVID-19 pandemic has bestowed an ongoing challenge, particularly for those learners with special educational needs as their voices are unheard of at normal times and this unfortunate situation is heightened during this emergency. Government policies throughout the pandemic necessitate inclusion for people with disabilities who also have their global rights for nobody ought to be left behind during this crisis (Toquero, 2020). In this context, many studies aiming at assessing online distance learning during the period of COVID-19 in multiple countries have been recently conducted (Lachgar, Kabaili, Rochdi, Goujdami, & El Firdoussi, 2020; Mulyanti, Purnama, & Pawinanto, 2020; Ahmed Abdullah & Sultana Mirza, 2020; Moralista & Oducado, 2020; Adnan & Anwar, 2020; Dhawan, 2021). Most of them have shown that the school closures have provided clarity on completely different problems concerning access to education, likewise as a lot of socio-economic issues that affect people across communities, however, their impact is more severe specifically on learners with special educational needs. In such a scenario, moving from traditional to online education would be the right option. However, the provision of data technology instrumentality and net coverage, and speed are essential.

In the Philippines, 2.8 million students have no way of going online at all. This is especially common in the rural areas where 53 percent of the population live and where both internet access and speed can be a challenge (Santos, 2020). In addition, learners with special educational needs will encounter a range of barriers or risks including long-term educational disengagement, digital exclusion, poor technology management, and increased psychosocial challenges while utilizing online distance learning. On the other hand, modular distance learning addresses these issues as it provides more flexible and inclusive access to education. This asynchronous modality allows students to move at their own pace and requires students to continually complete assessments while delivering a learning experience that does not depend on face-to-face interaction with the teacher and their fellow students (Dutton & Mohapatra, 2020). Modular distance learning involves the use of self-learning modules (SLMs) either in print or digital format/electronic copy and various learning resources like learner's materials, textbooks, activity sheets, worksheets, study guides, and other study materials.

In the previous months, various studies discuss the experiences of teachers and students in using modular distance learning as an instructional modality during the COVID-19 pandemic. Lindog (2021) surveyed the

challenges and opportunities of utilizing modular distance learning amidst of COVID 19 pandemic and concluded that learners engaged themselves in understanding the ideas given within the module as they developed a way of responsibility in learning on their own and in accomplishing the tasks provided in the module, with restricted help from the teacher, these learners progress on their own. Today, as the country is in a state of an emergency health crisis, these SLMs for Modular Distance Learning were the foremost convenient, and applicable to use for our learners to continue learning amidst of COVID -19 pandemic (Lindog, 2021). Castroverde and Acala (2021) explored the challenges of teachers in teaching amid the COVID-19 pandemic using modular distance learning modality and that they found out that the challenges of teachers were identified based on how they plan, prepare and distribute modules, monitor students' learning, check, evaluate outputs, and provide feedback on students' performance. Furthermore, teachers used numerous ways to address the challenges encountered in modular distance learning modality like time management, innovating teaching methods, adapting to the changes brought by the new normal trend in education, being versatile, providing various plans, being optimistic, patient, and mobilizing oneself with the required skills for the new normal ways of education. Constant results are obtained by Gueta and Janer (2021) who applied the descriptive qualitative method to determined distance learning challenges on the use of the self-learning module. In light of the findings, the subsequent conclusions were drawn: On the challenges met by the teachers on using SLM, each school must be given support and enough funds. The Department of Education ought to provide attention with regards to the correct copy of modules, producing assessment tools, and proper training in assessing performance. The well-being of the teachers should lean consideration; they need also security and self-preservation. On the challenges met by the pupils and parents on using SLM, the great number of activities in every module is one amongst the most issues that emerged within the implementation of the Self Learning Module. The Department of Education ought to contemplate this drawback, cut back the activities, and dispose of the inessential topics so mastery is going to be earned the maximum amount as attainable.

Learners with Special Educational Needs (LSENs) are encountered with varying challenges as COVID-19 caused massive interruptions in face-to-face instructional settings. Apart from this situation, teachers are also facing difficulties in creating their lessons adaptive and responsive to the educational learning

needs of LSEs. Meanwhile, Toquero (2020) investigated the challenges, strategies, and prospects of special education teachers amid COVID 19 and the findings revealed that the teachers experience educational apprehensions, intermittent virtual socialization, and psychological crisis. However, the teachers facilitated the parents in administering their children with disabilities through online communication, homeschooling, parental engagement, psychological safety, and empathetic language strategies. The special education teachers conjointly expect inclusivity in school policies and government-driven emergency interventions for people with developmental disabilities (Toquero, 2020). Therefore, the Department of Education, government, and different stakeholders should work hand in hand to achieve this journey.

The studies cited above focused on the investigation of the challenges and experiences faced by the teachers and students with modular distance learning during the pandemic. There is a limited number of studies discussing the topic from the perspective of the parents of Learners with Special Educational Needs (LSEs) in the context of the appropriate learning resources that they will be using for the entire year while the COVID 19 pandemic is still rampaging in the country. Primarily, one of the concerns of the LSEs is that they do not have enough time to answer all the modules within a week. The instructions in every exercise must be clear enough for the parents and learners to understand. The topics must be simplified, have more examples, and all the printed pictures should be clear. More time and resources are required for learners with special educational needs to actively participate in learning but it does not require to use of equipment and internet access because it will make learning more costly for the LSEs and their families. Additionally, many teachers lack professional ICT skills. They are unprepared to teach online and cannot ensure student engagement, specifically for learners with special educational needs. Currently, there is no available data on special-education teachers' digital skills in our school. With these means, among the different types of distance learning modalities, one of the highly convenient for most of the typical Filipino students is Modular Distance Learning. It was also the most preferred learning system of the majority of parents/guardians based on the result of the Learning Enrollment and Survey Form (LESF). Be that as it may, the self-learning modules content provided by DepEd did not meet the standard learning capacity of learners with special educational needs. If the self-learning modules are not appropriately accessible, learners with special educational needs may

be especially impacted and may return to school following the pandemic having experienced a disproportionate loss of learning relative to their classmates. Therefore, it is highly significant for the teachers to develop and validate learning activity sheets focusing on the needs of the special education students with the integration of the most essential competencies as the basis of practices that we are currently engaged with and to supply this learning activity sheets for the LSEs' continuous learning for instruction across all content areas that are intended to accomplish at home for the safety of the learners. Hence, the researchers aim to explore the significance of the enhanced learning activity sheets developed by teachers in modular distance learning from the perspective of the parents of learners with special educational needs. Furthermore, this study was conducted with all hopes to provide quality instructional learning materials and contribute to the refinement of the self-learning modules for the learners with special educational needs.

III. STATEMENT OF THE PROBLEM

Teachers appropriately plan and design to enhance the learning activity sheets to be accessibly used by the learners with special educational needs in the new normal learning. This will guarantee that the new normal educational setting will establish learning environments that are responsive to learner diversity. Therefore, the purpose of this study was to investigate parents of learners with special educational needs working shared in fully modular settings and explore what these parents could articulate about the enhanced learning activity sheets for learners with special educational needs. Stated as research questions, the researcher wanted to know:

1. What is the perception of parents of learners with special educational needs on the enhanced learning activity sheets developed by the teachers in terms of?
 - i. Curriculum content and instruction; and
 - ii. Assessment and evaluation.
2. What is the implication of the enhanced learning activity sheets developed by teachers for learners with special educational needs in the new normal learning process?

IV. METHODOLOGY

A quantitative approach was utilized in this study. Quantitative research encompasses a range of methods concerned with the systematic investigation of social phenomena, using statistical or numerical data. Therefore, quantitative research involves measurement and assumes that the phenomena under study can be measured. It sets out to analyze data for trends and

relationships and to verify the measurements made (Watson, 2014). In doing so, the researcher specifically selected a survey research design as one of the most common types of quantitative research because it offered the best answer to the questions and the aims of the study.

Survey research is a specific type of field study that involves the collection of data from a sample of elements drawn from a well-defined population through the use of a questionnaire (Visser, Krosnick, & Lavrakas, 2000). The questionnaire, or survey, can be a written document that is completed by the person being surveyed, an online questionnaire, a face-to-face interview, or a telephone interview (Colorado State University, 2021).

Primarily, an online survey questionnaire will be administered in this study to gather first-hand information from the respondents affected by specific contexts without sacrificing their health and safety during this pandemic. Utilizing survey research will provide us a fundamental procedure of representing conclusions and digging out what people think about various contexts and situations. It is an all-around approach that can be applied to study an extensive variety of basic and applied research questions.

A. Sampling

The target population for this research is defined to include the parents of Learners with Special Educational Needs (LSEs) in Bagong Nasyon II National High School since these are the parents of LSEs within the researcher’s reach. Therefore, the study employed a purposive sample, with contacts made by parents of learners with special educational needs.

A purposive sample also referred to as a judgmental or expert sample, is a type of nonprobability sample. The main objective of a purposive sample is to produce a sample that can be logically assumed to be representative of the population. This is often accomplished by applying expert knowledge of the population to select in a nonrandom manner a sample of elements that represents a cross-section of the population (Lavrakas, 2008). A sample in this study is, therefore, a smaller group of elements drawn through a definite procedure from an accessible population. The elements making up this sample are those that are studied. The sample of the population of this study stood at 25 parents of learners with special educational needs.

Table 1 summarizes the demographic data of the respondents to the survey. Twenty-five parents

responded to the online survey. The mean age of their children was 15.24 years (SD = 2.82; min = 12, max = 21). Thirteen children were aged 12–14 years, 5 children were aged 15 to 17 and 7 young people were 18 years old and above. Eighteen children and young people were male and 7 were female.

Table 1. Characteristics of children whose parents responded to the survey.

Characteristics	Total (N=25)
Age, M (SD)	15.24 (2.82)
<ul style="list-style-type: none"> • 12-14 years old • 15-17 years old • 18 years and above 	<p>13</p> <p>5</p> <p>7</p>
Gender	
<ul style="list-style-type: none"> • Male • Female 	<p>18</p> <p>7</p>
Type of special educational need and/or disability	
<ul style="list-style-type: none"> • Deaf and Mute • Cerebral Palsy • ADHD • Orthopedic • Autism • Visual Impairment • Speech Impairment • Partial Hearing Impairment • Emotional Behavior Disturbance • Developmental Delayed • Health Condition (congenital heart disease) • Health Condition (IGA Nephropathy, Kidney Infection) • Intellectual Disability • Learning Disability 	<p>3</p> <p>1</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>3</p> <p>1</p> <p>1</p> <p>2</p> <p>6</p>

A wide range of disabilities and special educational needs were reported by the parents. The reported disabilities and special needs were categorized into deaf and mute (n = 3), cerebral palsy (n = 1), ADHD (n = 2), orthopedic (n = 1), autism (n = 1), visual impairment (n = 1), speech impairment (n = 1), partial hearing impairment (n = 1), emotional behavior disturbance (n = 1), developmental delayed (n = 3), congenital heart disease (n = 1), IGA Nephropathy/ Kidney Infection (n = 1), intellectual disability (n = 2), and learning disability (n = 6).

B. Data Collection

An online survey developed by the researcher was designed to be brief, simple, and user-friendly. Using a free online survey tool, and a mixture of open-ended and multiple-choice questions, the survey included: 1) demographic questions concerning child's age, gender, and type of special need and/or disability; 2) items concerning the perception of parents of learners with special educational needs on the enhanced learning activity sheets developed by the teachers in terms of curriculum content and instruction and assessment and evaluation; and 3) items on the implication of the enhanced learning activity sheets developed by teachers for learners with special educational needs in the new normal learning process?

On the other hand, the instrument was structured in the modified Likert fashion, on a 4 – point scale, ranging from “strongly agree” (SA), through “agree” (A), “disagree” (D) to “strongly disagree” (SD). Subjects were then instructed to respond to their degree of agreement with the statements contained in the instrument. The researcher prefers the modified Likert scale because according to the normal Likert scale, strongly agree assigns 5 points, agree 4 points, undecided 3 points, disagree 2 points, and strongly disagree 1 point. Many researchers and educationists feel that there is no logical enough reason to assign the weight of 3 points to somebody who is undecided on a given issue. Therefore, the modified 4 Likert scales are preferred. However, the other useful observations and suggestions by the experts were modified, and the corrections were made.

C. Ethical Issues

The study took into consideration all ethical issues in each stage. The researcher requested a letter of permission from the office of the Schools Division of Antipolo City and Bagong Nasyon II National High School. This enabled the researcher to be trusted by the respondents in the field. The respondents were informed before the study and making them free and aware when they respond. Also, the researcher observed the privacy right of the respondents by ensuring the confidentiality of the information provided. Finally, the researcher ensured that neither names nor personal identities are associated with the information they provide.

V. RESULTS AND DISCUSSION

In this study, the research objective aimed to examine the perception of the parents of learners with special educational needs (LSENs) on the enhanced learning activity sheets developed by teachers. The assumption was that if the learning activity sheets are well prepared

based on their learning needs, it will improve LSENs academic performance. To achieve this objective only parents of LSENs (N= 25) were provided with an online survey of three items looking at the perception of parents of LSENs on the enhanced learning activity sheets developed by teachers. The online survey questionnaire involves four points Likert scales with options (4) strongly agree, (3) agree, (2) disagree, and (1) strongly disagree. In this objective, the researcher divided their answer into three categories looking as follows; curriculum content and instruction, assessment and evaluation, and its implications. On discussing this, the researcher used tables and an explanation of each.

Curriculum Content and Instruction

Curriculum content and instruction for Learners with Special Educational Needs (LSENs) should be a response to their learning capacities. Because LSENs vary considerably as a population, there is no single formula or template for curriculum and instruction that will serve all of them well. In general, however, good curriculum and instruction for LSENs begin with good curriculum and instruction- that is, curriculum and instruction that is meaning-making, rich, and high level. From that starting point, appropriate modifications for LSENs typically involve adapting pacing, determining the appropriate degree of challenge, and providing supported opportunities to develop interests. Effective curriculum and instruction for LSENs will respond to their readiness levels, interests, and modes of learning. It can be gleaned in Table 2 the responses of parents of learners with educational needs on the enhanced learning activity sheets developed by teachers in terms of curriculum and instruction.

Results in Table 2 reveal that respondents were agreed (40% & 48%) that each letter used in the learning activity sheets is clear and readable by their children with special educational needs. 52% and 44% agreed by the respondents that the pictures used as aids in the learning activities are clear, appropriate to the topic, pleasant, and easy to understand. In terms of instruction, the majority of the respondents were agreed (64% & 36%) that is clear and can be understood by the parents and their children with special educational needs to accomplish each task in the learning activity sheets. Meanwhile, 36% and 40% agreed by the respondents that the questions used in each task were based on the students' comprehension ability so that they could answer efficiently with the guidance of their parents. Based on this, it can be noted that the majority (60% & 40%) of the respondents said that the learning activity sheets have been simplified but still cover the skills and abilities that the learners with special educational needs

should learn. Also, it shows that most (40% & 60%) of the parents agreed that the enhanced learning activity sheets for learners with special educational needs have

helped them gain confidence that they can do all the tasks despite having special needs.

Table 2. Respondents' perception of the enhanced learning activity sheets developed by teachers in terms of curriculum content and instruction.

Items		Responses				Total
		Strongly Agree	Agree	Disagree	Strongly Disagree	
1	Each letter used in the enhanced learning activity sheets is clear and readable by LSENs.	10	12	3		25
		40%	48%	12%		100%
2	The pictures used as aids in the learning activities are clear, appropriate to the topic, pleasant, and easy to understand what they imply.	13	11	1		25
		52%	44%	4%		100%
3	Each instruction is clear, can be understood by students or their parents to accomplish each task in the enhanced learning activity sheets.	16	9			25
		64%	36%			100%
4	The questions used in each task were based on the LSENs' comprehension ability so that they could answer efficiently with the guidance of their parents.	9	10	5	1	25
		36%	40%	20%	4%	100%
5	The enhanced learning activity sheets have been simplified but still cover the skills and abilities that LSENs should learn.	15	10			25
		60%	40%			100%
6	Enhanced learning activity sheets for LSENs have helped them gain confidence that they can do all the tasks despite having special needs.	10	15			25
		40%	60%			100%

Table 2.1. Descriptive statistics on the respondents' perception of the enhanced learning activity sheets developed by teachers in terms of curriculum content and instruction.

Items	Mean	Standard Deviation
1 Each letter used in the enhanced learning activity sheets is clear and readable by LSENs.	4.16	3.74
2 The pictures used as aids in the learning activities are clear, appropriate to the topic, pleasant, and easy to understand what they imply.	4.44	3.97
3 Each instruction is clear, can be understood by students or their parents to accomplish each task in the enhanced learning activity sheets.	4.64	4.14
4 The questions used in each task were based on the LSENs' comprehension ability so that they could answer efficiently with the guidance of their parents.	3.84	3.52
5 The enhanced learning activity sheets have been simplified but still cover the skills and abilities that LSENs should learn.	4.60	4.10
6 Enhanced learning activity sheets for LSENs have helped them gain confidence that they can do all the tasks despite having special needs.	4.40	3.90
Average	4.35	3.89

Note: The acceptance point for the items was 2.50 and any mean below 2.50 was regarded as rejected, not prevalent, and as an unpopular view.

Being aware of the instructional demands of learners with special educational needs has become a challenge for the parents and teachers during this time of the pandemic and it led them to become creative in the delivery of modular distance learning utilizing the

enhanced learning activity sheets. Considering the limitations and stress brought about by the sudden shift to modular distance learning, teachers become more considerate, compassionate, and innovative. The developed enhanced learning activity sheets by the

teachers require further investigation on their effectiveness based on the perceptions of the parents of learners with special educational needs. Table 2.1 summarizes the descriptive statistics on parents' responses on their perceptions of the enhanced learning activity sheets developed by teachers in terms of curriculum and instructions. Generally, the parent-respondents gave a high score to all the items regarding the curriculum and instructions that were indicated in the enhanced learning activity sheets developed by the teachers. Overall, the parents' ratings on their perceptions on the enhanced learning activity sheets have a mean score of 4.35. The mean scores of each item and the average weighted mean were above 2.50 which means that all items were accepted by the parents of learners with special educational needs. The results data conform to the study of (Trovella, 2021) "Perceptions of Parents and Learners to Modular Distance Learning as Contemporary Teaching Strategy", concluded that the perception of parents and learners on modular distance learning as a contemporary teaching strategy shows effectiveness even facing different challenges and disadvantage students performed better and mastered the subject matter using the modular method of teaching. On other hand, based on the descriptive study conducted by Aksan (2021), results revealed that students' perceptions agreed on using the modular distance learning approach (MDLA). It means the students had positive perceptions regarding MDLA in Mathematics. The study also revealed that students who agreed on using a modular distance learning approach (MDLA) in Math have few challenges. It had also a positive effect on students' performance in which students performed very satisfactorily in Mathematics which means they had a good quality performance. This is similar to the present study since the parents of learners with special educational needs agreed that the enhanced learning activity sheets developed by teachers were effective based on the positive performance of the learners with special educational needs towards the use of the enhanced learning activity sheets under the modular distance learning. It means that the parents of LSENs had positive perceptions regarding the enhanced learning activity sheets developed by the teachers.

Assessment and Evaluation

Learning is not just determined by the curriculum, but by how it is assessed and evaluated. Assessment and evaluation of learners are among the final activities in the teaching-learning process. A right and transparent evaluation procedure was always a challenging task to accomplish particularly for special educational institutions. The outcomes of the learners' evaluation also reflect the efficacy of the institution in the education

system that they are providing. The surveyed aspects are presented in the following table. The result in Table 3 indicated 80% and 16% of the respondents agreed that the Learning Activity Sheets (LAS) of the LSENs have helped to increase their grades this school year using Modular Distance Learning which will serve as a solid foundation for promotion to the next grade level. This shows 72% and 24% have helped LSENs develop their competence using the developed summative test. Also, it shows that 68% and 32% of the parents agreed that the scores obtained by the LSENs using the learning activity sheets and summative tests are a sign of their good performance and achievement so that they have a positive mark in each subject. This shows that the majority (100%) of the parents agreed that the learning activities sheets and summative tests used by the LSENs were effective. Education is intended to provide diverse students with the skills and competencies needed to enhance their lives. This includes assessment practices that enable teachers to identify student's current level of skills, their strengths and weaknesses, target instruction at student's level, monitor student learning and progress and plan and conduct adjustments in instruction, and evaluate the extent to which students have met instructional goals (ElSaheli-Elhage & Sawilowsky, 2016). The assessments developed by the teachers are used to develop LSENs' competencies, design and evaluate instruction, and monitor learners' progress. As an educator, we continuously analyze the effect and effectiveness of the instruction. The teachers who collaborated in the development of the learning activity sheets and assessment tests are knowledgeable regarding how this pandemic might influence LSENs performance and navigating conversations with the LSENs parents in helping one another in choosing appropriate assessments that will be given to the learners with special educational needs. Table 3.1 summarizes the descriptive statistics on parents' responses on their perceptions of the enhanced learning activity sheets and summative tests developed by teachers in terms of assessment and evaluation. Generally, the parent-respondents rated the items high. Overall, the parents' ratings on enhanced learning activity sheets and summative tests developed by teachers in terms of assessment and evaluation have a mean score of 4.76. The mean scores of each item and the average weighted mean were above 2.50 which means that all items were accepted by the parents of learners with special educational needs. This indicates that the assessments and evaluations used are authentic and measure the performance of the learners in the different subject areas that made them holistic individuals and becoming independent learners equipped with the knowledge and skills necessary in a competitive global community.

Table 3. Respondents' perception of the enhanced learning activity sheets developed by teachers in terms of assessment and evaluation.

Items		Responses				Total
		Strongly Agree	Agree	Disagree	Strongly Disagree	
1	The Learning Activity Sheets (LAS) of the LSENs have helped to increase their grades this school year using Modular Distance Learning which will serve as a solid foundation for promotion to the next grade level	20 80%	4 16%	1 4%		25 100%
2	The summative tests developed and administered this school year has helped LSENs develop competence.	18 72%	6 24%	1 4%		25 100%
3	The scores obtained by the LSENs using the Learning Activity Sheets and Summative Tests are a sign of their good performance and achievement so that they have a positive mark in each subject.	17 68%	8 32%			25 100%
4	Overall, the learning activities sheets and summative tests used by the LSENs were effective.	25 100%				25 100%

Note: The acceptance point for the items was 2.50 and any mean below 2.50 was regarded as rejected, not prevalent, and as an unpopular view

Table 3.1. Descriptive statistics on the respondents' perception of the enhanced learning activity sheets and summative tests developed by teachers in terms of assessment and evaluation.

Items		Mean	Standard Deviation
1	The Learning Activity Sheets (LAS) of the LSENs have helped to increase their grades this school year using Modular Distance Learning which will serve as a solid foundation for promotion to the next grade level	4.72	4.24
2	The summative tests developed and administered this school year has helped LSENs develop competence.	4.64	4.17
3	The scores obtained by the LSENs using the Learning Activity Sheets and Summative Tests are a sign of their good performance and achievement so that they have a positive mark in each subject.	4.68	4.18
4	Overall, the learning activities sheets and summative tests used by the LSENs were effective.	5	4.47
Average		4.76	4.26

On the other hand, based on the report from the respective advisers who have LSENs, they passed all the subjects, no dropped out reported, and the Grade 7-9 learners with special educational needs completed all the requirements indicated in the learning activity sheets and passed the assessment tests and therefore, they are entitled to move to the next grade level.

Similarly, the Grade 10 learners with special educational needs who completed the requirements indicated in the learning activity sheets and passed the assessment tests are entitled to the completion rites virtually. Precisely, the school closures due to the worldwide COVID-19 pandemic put challenges on teachers, students, and their parents. In particular, students with special educational

needs who need more support in learning may have more difficulties coping compared to their peers (Nusser, 2021).

In this study, parents of learners with special educational needs reported the challenges concerning the situation of learning at home. With this, the school provided support by developing Enhanced Learning Activity Sheets for Learners with Special Educational Needs (E-LAS for LSENs) collaborated by the teachers as well as their parental support. Indeed, the situation of students with less favorable conditions in terms of learning at home by themselves needs special attention when face-to-face instructions cannot be carried out as usual to achieve successful learning (Nusser, 2021).

Implication

We are experiencing a pandemic together and so we are trying to solve problems that are directly affected by the special education students. Innovation in education is especially significant particularly during this time of the pandemic, considering the young minds molded by the education system today will be those leading the charge for innovation tomorrow. And if the rapidly changing needs of the current workforce are any indication of what's to come for future generations, this investment will be necessary to continue making progress at the speed and quality that we are today.

Upon developing the enhanced learning activity sheets for learners with special educational needs that they will be using for the entire grading focusing on their special needs, the special education students will be now at ease and be comfortable as they will accomplish tasks on the learning activity sheets (LAS) as well as the assessment tests. On the other hand, their parents/guardians will not feel worried about not accomplishing the tasks/activities indicated in the module because the teachers ensure that the learning activity sheets are design based on the ability of the learners with special educational needs to perform a certain task. This will give them a bit of independence in performing the different tasks in the learning activity sheets with the guidance of their parents/guardians at home. As a result, the enhanced learning activity sheets for learners with special education students put everyone at the center of the work. This innovation promotes the ability of the special education students to form a good relationship with their parents/guardians as well as their teachers in giving support to one another. Indeed, this will give significant gains in advancing student learning. These innovative enhanced learning activity sheets for learners with special education students do have positive effects on their attitude and achievement.

VI. CONCLUSION

This learning innovation for Learners with Special Educational Needs (LSENs) efforts carries a degree of commitment. If we are committed to making big advances in student learning outcomes, then some things will go beyond our expectations. The Enhanced Learning Activity Sheets for Learners with Special Educational Needs (E-LAS for LSENs) can be a tool for equity in changing the power dynamic and relationships between teachers and learners with special educational needs- which is very important when a still largely teaching force is responsible for educating an increasingly diverse student body. The more LSENs and teachers can build care and trust- rather than neglecting their special needs- the more LSENs will be heard and

protected, and the more teachers will give quality education by understanding the situation that the LSENs are experiencing during this time of the pandemic.

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