



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF BIÑAN CITY

“ITR-SKUSSDOD (Intervention Through Remediation of Selected Kindergarten Under Suggest Significant Delay in Overall Development)”



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ABSTRACT

This research is crafted to study whether intervention through remediation is an effective method to enhanced the least mastered skills of 7 domains of Early Childhood Development. The respondents were twenty selected kindergarten learners enrolled at Southville 5 Elementary School for the School Year 2023-2024. This study has three assessment phase: Pre-ECD Assessment, Mid- ECD-Assessment, and Post-ECD Assessment. The findings of the study shows that in Pre- ECD assessment there are 7 male and 13 female a total of twenty learners who fall under suggest significant delay in overall development to be monitored after three months. In Mid-Assessment the result shows that Kinder Polka sa Nayon have 3 learners who fall under suggest significant delay in overall development, Kinder Tinikling has 2, Maglalatik has 1, Kinder Subli has 2, Kinder Carinosa has 1 a total of 9 leaners to be observed and monitored again after three months. Thus, the result of Post Assessment indicates that the interventions through remediation and methods provided to respondents were considered vital factors to provide meaningful and learning opportunities to kindergarten learners.

Keywords: *Early Childhood Education, Assessment, Pre- Assessment, Mid-Assessment Post Assessment*

INTRODUCTION

Early Childhood Education (ECE) is one of the important factors to provide meaningful and learning opportunities to children aged 5-6 years. Department of Education (DepEd) implemented the new education system of the Philippines from Basic Education Curriculum (BEC) to Enhanced Basic Education Curriculum that mandates the department to implement the K-12 curriculum. According to Snow, Catherine E., Ed.; Van Hemel, Susan B., Ed. (2008) Effective assessment can inform teaching and program improvement, and contribute to better outcomes for children.

ITR-SKUSSDOD intervention through remediation aims to identify and evaluate as early as possible those kindergarten learners whose assessment is under significant delay development in overall development and provide for appropriate intervention to improve learner skills.

Intervention also brings the family a greater understanding of their child's needs and how to break learning down into small steps for their child. When children know what they are expected to do and can be successful, they have fun learning in almost any activity, and want to learn more.

In this study, the teachers find some techniques and strategies for the kinder learners to assess domains in Early Childhood Development (ECD). Wherein in a special way teachers can deliver the most effective way of the kinder pupils to enhance the different skills through remediation and intervention. In all prospect of reality there are also things to consider to develop child's progress in enhancing their different learning skills in each domain. The result could be used in action planning to gather relevant information about learner performance or progress, and to track the suggest significant delay development learners to

re- assess again in midyear and post assessment.

See: DepEd Order 43, s. 2015 otherwise known as Revised Guidelines for the Basic Education Research Fund (BERF)

METHODOLOGY

Upon enrolment kinder teachers administer the ECD checklist to the enrolled pupils, following the procedure and tool of the conduct of pre-assessment administration. To determine if the learner is ready or not. Teacher design learning activities that can address on the needs of the child based on their ECD assessment of what are the domains to be enhanced throughout the period.

Based on the result of pre- assessment it was determined that among 117 kinder learners there 13 male and 7 female with the total of 20 learners who fall under suggest significant delay in overall development.

Kinder teacher immediate conduct a Focus Group Discussion to discuss the strategies and plans on how 20 learners will be given an intervention to develop their least skills based on the result of pre-ECD assessment.

Teachers crafted a proposal that they will conduct a session of remediation to help the learners develop and enhance their skills in different domain. The transition period of the learners and adaptability of the environment that causes delay in their development. Repeated exercises, practice and engagement of different activities will help the learners boast their skills.

Phase I. Preparation Stage.

Preparation and consultative meetings of the research team on the agenda as well as objectives of the study.

Crafting of all different tools and instruments to be utilized in the study. Checking and validation of the instruments.

Phase II. Data Gathering Stage.

Identification of probable respondents of the study. Researcher conducted Pre - ECD assessment to gather data from the identified respondents. The researchers used the validated instruments for the data gathering procedure FGD, and conduct of assessment using ECD Form 2

Phase III. Data Analysis Stage.

Computation of all indicators in 7 domains of kindergarten assessment as the respondents. The researcher categorized the result based on the interpretation indicated in guide.

Phase IV. Summary and Interpretation Stage. Crafting of research to conduct the study.

Phase V. Reporting.

Crafting the final paper including the results and recommendations of the study. Present the result of the study.

RESULTS

The results of consolidated summary are discussed below:(See Attached Summary Result)

Table 1. Pre- ECD Assessment

Name of School	Total Enrolment			Suggest Significant Delay in Overall Development must be monitored after 3 months		
SOUTHVILLE 5 E/S	M	F	T	M	F	T
POLKA SA NAYON	10	9	19	4	1	5
TINIKLING	8	11	19	1	2	3
MAGLALATIK	9	9	18	2	2	4
SUBLI	11	10	21	3	1	4

CARINOSA	12	7	19	3	1	4
SINGKIL	11	10	21	0	0	0
Total	61	56	117	13	7	20

According to Table 1, The result of Pre- assessment determined that Kinder Polka sa Nayon has 4 male and 1 female total of 5 learners fall under suggest significant delay in overall development, Kinder Tinikling has 1male and 2 female a total of 3 learners fall under suggest significant delay in overall development , Kinder Maglalatik has 2 male and 2 female total of 4 learners fall under suggest significant delay in overall development ,Kinder Subli has 3 male and 1 female total of 4 learners fall under suggest significant delay in overall development, Kinder Carinosa has 3 male and 1 female total of 4 learner fall under suggest significant delay in overall development. Overall all it come up the total of 20 leaners must be monitored after 3 months. These 20 leaners will undergo the intervention through remediation must be monitored after 3 months. to monitored if the learner's skills improved.

Table 2. Mid - Assessment

Name of School	Total Enrolment			Suggest Significant Delay in Overall Development must be monitored after 3 months		
SOUTHVILLE 5 E/S	M	F	T	M	F	T
POLKA SA NAYON	10	9	19	2	1	3
TINIKLING	8	11	19	1	1	2
MAGLALATIK	9	9	18	1	0	1
SUBLI	11	10	21	1	1	2
CARINOSA	12	7	19	1	0	1
SINGKIL	11	10	21	0	0	0
Total	61	56	117	13	7	9

According to Table 2, the result of Mid –Assessment shows that Kinder Polka sa Nayon has 3 learners who fall under suggest significant delay in overall development, Kinder Tinikling has 2, Maglalatik has 1, Kinder Subli has 2, Kinder Carinosa has 1 a total of 9 learners which means that the number of learners to be monitored after 3 months decreases.

Table 3. Post - Assessment

Name of School	Total Enrolment			Suggest Significant Delay in Overall Development must be monitored after 3 months		
	M	F	T	M	F	T
SOUTHVILLE 5 E/S						
POLKA SA NAYON	10	9	19	0	0	0
TINIKLING	8	11	19	0	0	0
MAGLALATIK	9	9	18	0	0	0
SUBLI	11	10	21	0	0	0
CARINOSA	12	7	19	0	0	0
SINGKIL	11	10	21	0	0	0
Total	61	56	117	0	0	0

According to Table 3, the result of Post -Assessments shows that all Kindergarten section were all 0. It means that the intervention through remediation and method used by the teacher was achieved.

The findings reported in this paper were used to answer the following research questions:

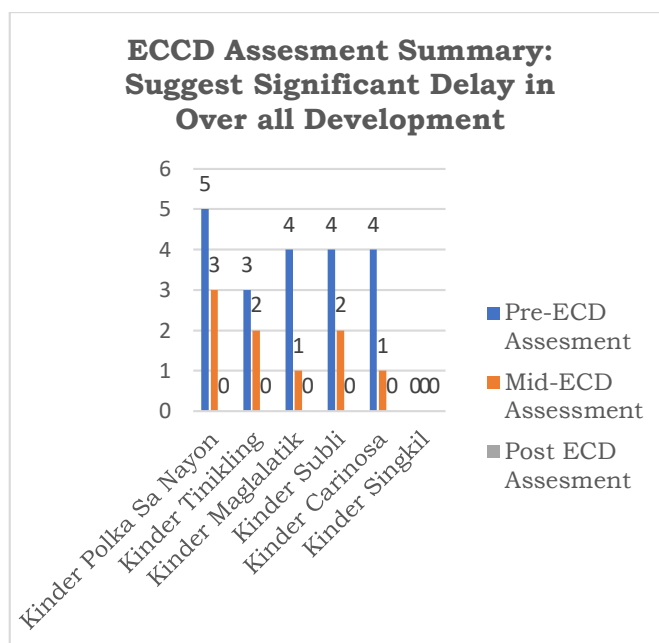
1. What was the result of ECD Pre-Assessment?

The result of Pre-ECD assessment shows that 13 male learners and 7 female learners a total of 20 among of 117 learners in kindergarten of Southville 5 Elementary School were going to undergo intervention through remediation.

2. Does the environment affect to the development of the learners?

Yes, because child's ability to grow, learn, and explore requires a healthy, safe environment. In contrast, a child's cognitive skills, gross motor skills, fine motors skills, expressive language skills, receptive language skills, self help, skills, social, and emotional growth can be harmed by a poor home situation. And I believe that a poor family environment during a child's early years provide developmental delays in different domain skills of a child. Most specially if parents follow up at home is not evident.

3. What is the impact of intervention to the learners?



The graph illustrates that Pre-ECCD assessment was determined 20 learners out 117 will undergo the intervention through remediation. In Mid- Assessment 9 learners out of 177 the result was decreasing and in Post Assessment respondents in the study moved to next level

The result of the ECCD Assessment signifies that the interventions through remediation and strategies given to the

respondents were considered essential components in the teaching-learning process.

Intervention through remediation and the activity used by the teachers like drills, series of practice, follow up at home and actual manipulation help a lot to the learner to develop their different skills and at the same time it contributed learners 'overall wellbeing as well as their academic understanding.

DISCUSSION

Proper conduct, plan and support mechanisms are very important in the attainment of educational goals and delivery of basic education in accordance to BE-LCP.

Early Childhood assessment in kindergarten helps teachers communicate important milestones in learners the development to families and provides opportunity for teachers and parents to work together to support children as they grow. It plays an important role in the process of learning and motivation of the different skills to be develop, regular monitoring of learning and progress; providing teachers with information to understand learners' learning needs and guide instruction; and helping learner understand the next steps in their learning through the feedback their teachers provide. The types of assessment -Pre-assessment, Mid -assessment and post-assessment is very vital.

"ITR-SKUSSDOD (Intervention Through Remediation of Selected Kindergarten Under Suggest Significant Delay in Overall Development" is a way for us teacher to give full support, monitored weaknesses and strength in the 7 domain Early Childhood Education, academic achievement, social competence, and emotional well-being.

"ITR-SKUSSDOD is an intervention that can measure the child's development to assess his or her readiness and shall be submitted to the grade one teachers as a reference for the readiness of the learners. To the kindergarten and parents who

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