



PARAMETER D- INSTITUTIONAL STUDENT PROGRAMS & SERVICES

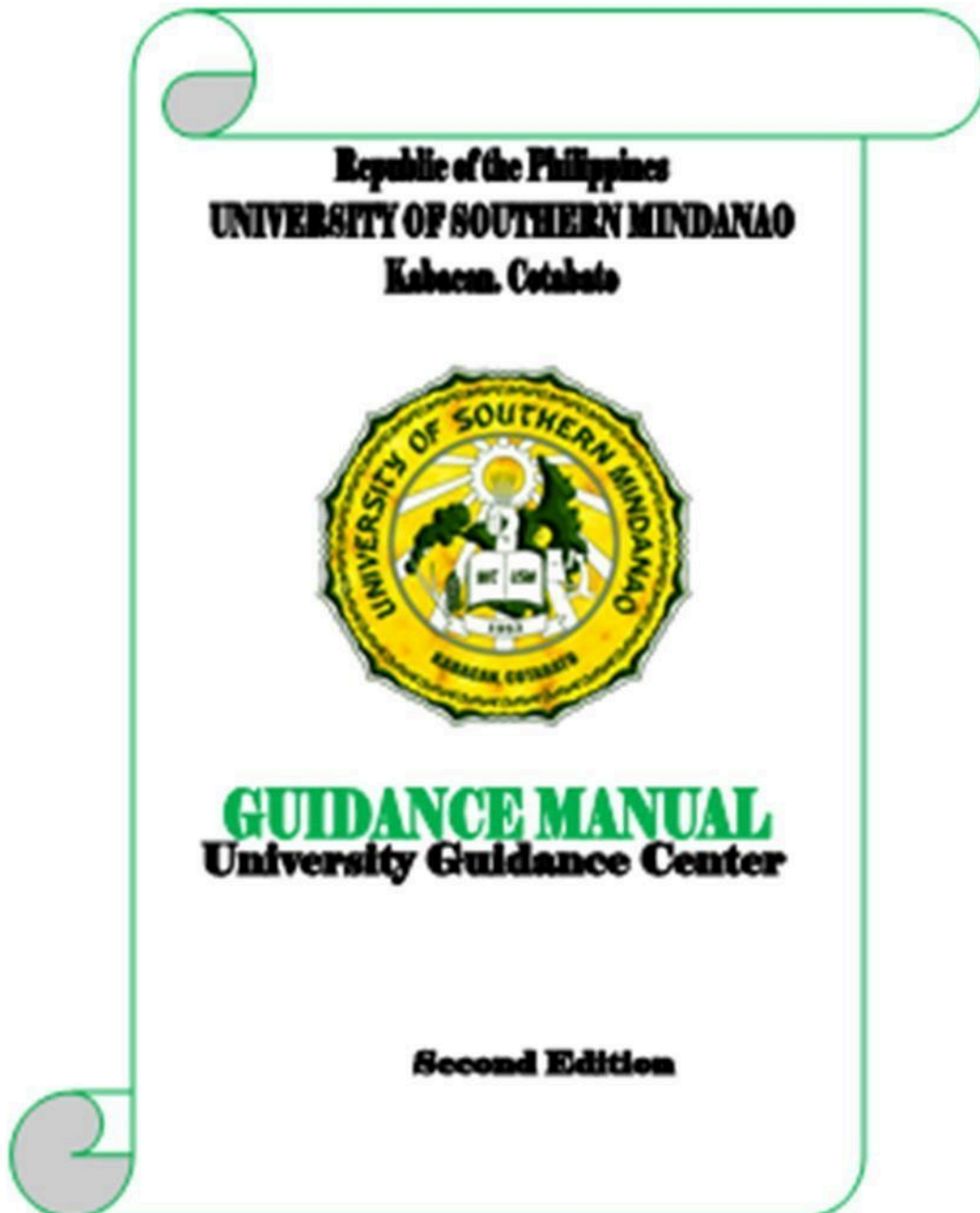
SYSTEM-INPUT & PROCESS

S.11. - There are program for life skills training (e.g. conflict and stress, management, harassment, etc.) counselling, testing and referrals for students with special needs.

UNIVERSITY OF
SOUTHERN
MINDANAO



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Guidance Services

3. Counseling Service

This is the heart of the guidance services. This service is designed to help individuals and groups come to full awareness and understanding of the self so he/she will become an effective individual. The service is implemented through individual or group counseling, consultation, career counseling, information and follow-up. The Counseling service considers cultural differences and is gender sensitive to each unique individual student or group.

Objectives:

1. Help each individual come to an awareness of his/her weaknesses and strengths, skills and knowledge, values and feelings.
2. Help students whose achievement is below his general scholastic aptitude.
3. Assist the individual to meet and solve his/her problems as they arise, to make correct interpretation of facts and wise choices of adjustment.
4. Equip the students with skills in making choices, decisions and skills in problem solving.
5. Help students become self-directing and self-actualized.
6. Help the individual develop his own insight and establish career goals.

Policies

- Confidentiality should be observed at all times
- Referrals should be done if necessary

Counseling Narrative Form

COUNSELING NARRATIVE FORM

Name of Student:
Address
Program & Year
Cell phone/Telephone
Nature

referred by
walk-in
phone called by the counselor / visited him at the hospital 8/20/19
others

STUDENT'S STATEMENT OF HIS/HER PROBLEM(S):

I visited the client at the hospital (Polymedic) since I got the news about the suicide attempt through Maria Lopez, GC of 1st floor. I immediately went straight to the hospital & found him eating. He has difficulty swallowing foods because of the damage of his throat brought on psychicide / paralytic drug. I talked w/ his girlfriend about the details of the problem but she told me that they will just visit W/C when will be well.

SUMMARY OF INTERVIEW:

family problem

STEPS TAKEN TO ASSIST THE STUDENT:

I got the contacts of mother and also his # to follow-up this case

DATE OF NEXT SCHEDULED INTERVIEW:

upon availability of the requested that he would be absent from his classes after makalabas sa hospital

Signature: [Signature]
Interviewed by: [Signature]
Designation: [Signature]
Date: Aug 5/2019

Table with columns for dates and names: 8/29, 9/2, 9/6, 9/9, 9/10, 9/13. Names include 'mother (Mabel)', 'Jan. 22/20', 'Aug. 13', 'Aug. 14', 'Aug. 20', 'Aug. 29', 'Sept. 2', 'Sept. 6', 'Sept. 9', 'Sept. 10', 'Sept. 13'.

4. Testing Service

This service aims to provide an efficient testing service through a dministration of standardized tests and inventories as tool for appraisal of students' personal growth and this is also extended to faculty and staff.

Objectives:

1. Predict future performance and to obtain a measure of ability, achievement and other characteristics that will offer a solid basis upon which individuals can make decisions.
2. Help students gain self-understanding.
3. Provide basis for group guidance or counseling.
4. Help students make decisions basic to their personal growth and educational planning.
5. Guide students in making decisions regarding their academic life.
6. Diagnose students' problems.
7. Provide data base for every colleges to help the administrators make decisions in their overall educational planning or appropriate interventions to address the academic needs of their students.
8. Provide data for administrators as one of the basis for selection of faculty and staff.

Utilization:

1. Provide profile of interpreted materials.
2. Serve as basis for guidance program planning and development.
3. Discuss findings and implication with faculty and administration.
4. Make relevant recommendations.
5. Provide data base for every college.
6. Come up with a plan of action/s and help in its implementation.
7. Evaluate outcomes.

Policies:

1. The Guidance Center will seek the help of the college deans to assign a testing room. The College-based Guidance Counselor will recommend for a test schedule.
2. The college will announce the test schedules approved by the UGC two weeks before the test.
3. All students will have the privilege of taking the test on their scheduled dates.
4. Students who fail to take the test during their assigned schedule will be allowed to take on another date.
5. The examinees should be informed of the purpose of the test.
6. Any guidance staff that will handle or have access in testing must have been trained for the job.
7. The college guidance counselor/s will be responsible in interpreting the results to their students. They will also supervise the 4 AB-Psychology interns who will help in the test result interpretation. On one hand, students may come to the Center for test interpretation on appointment basis.
8. All test materials, especially the manuals and booklets, must be secured strictly.
9. Test must be used with relevant objectives.
10. Unauthorized persons will not be allowed to borrow any test materials in the office.
11. Nobody in the staff should bring test materials outside the office.
12. In case of special request such as qualifying tests, a testing fee shall be charged.

+ Tests to be Conducted/Administered:

1. First year - Filipino Intelligence Test (FIT)
2. Second year - Career Competency Scale for College Students (CCS-CS)
3. Third year - Manchester Personality Questionnaire (version 14.0)(MPQ v.14.0)
4. Fourth - Work Habits, Attitudes and Productivity Scale (WHAPS)

Services for Students with Special Needs

INSTITUTIONAL STUDENT PROGRAMS AND SERVICES

STUDENTS WITH SPECIAL NEEDS

Procedure For Identifying Students With Needs

If after the instructor has identified a student to as needing special "help" and has already implemented appropriate strategies including instructional adaptations and interventions, and yet the problems continue to persist, the instructor may request in writing that the college guidance counselor, the dean and the department chair call an Ad Hoc meeting (using the "Students With Special Needs Division Ad Hoc Committee" request form Appendix 1) within fifteen working days of receiving the instructor's request.

An Ad Hoc Committee meeting should include a college administration representatives (dean, department head), instructors working with the student, the guidance counselor and at the school's request, a professional. The parent/guardian of the student and the student, if possible, are invited to participate. If the parent/guardian is unable to attend, the meeting can take place without him. The results of the meeting must be conveyed to the parent/guardian by the student's instructor, guidance counselor, or dean.

A professional should be present if the discussion involves a student with a serious behaviour difficulty or a handicap. The presence of a professional can also be requested to review a case where the student has a serious learning difficulty.

The purpose of the meeting is to review the student's situation, study the details of the case, and make recommendations to the college dean, the guidance counselor and the department chair on the intervention measures or support services required by the student.

Important Reminders:

Ad Hoc Meeting participants must bring to the meeting the following:

- Work samples and observations of student, recorded and dated ☐
- All pertinent information / documentation ☐

The back page of the Students With Special Needs Division Ad Hoc Committee form(see Appendix 1) is used during the meeting to record the recommendations of the committee, and if need be, the professional services requested, and the requested code. Preliminary measures recommended by the Ad Hoc team are put into place to support the student and instructor.

The Ad Hoc committee may also assist the dean, the guidance counselor, and the department chair in establishing an Individualized Education Plan (IEP) by making appropriate recommendations.

If more information is needed, a formal evaluation may be carried out by the resource teacher, guidance counsellor (college and university), school psychologist, speech and language pathologist, or other professional.

Following the evaluation, a meeting is called to review the recommendations and develop and / or revise the individualized education plan (IEP) as needed.

If professional services or codes are requested, the form (Appendix 2) is given to the primary professional at the school following the Ad Hoc meeting. A copy of the form is submitted to the University Guidance Office and a copy is kept in the student's Confidential File at the school.

The criteria for the identification of students with handicaps, social maladjustments or learning difficulties are found in Document 1 (Appendix 3) Criteria for identifying learning / behaviour difficulties can be found in Appendix 4. See also guidelines for identifying students with behavioural difficulties Appendix 5.

Multidisciplinary Case Conferencing

When a student is experiencing difficulties, the multidisciplinary team is convened to address the problem from various perspectives so that the most comprehensive plan can be developed.

The dean may call a case conference or be asked to schedule a case conference by the instructor, professional, parent or student for any of the following reasons:

- to review new information from external sources ☐
- to determine best placement ☐
- to look at interventions and the implementation of strategies ☐
- to examine the feasibility of referring the student to outside agencies for services ☐
- to identify students at risk ☐
- to problem solve ☐
- to request outside placement or re-integration ☐
- to discuss assessment and follow-up of evaluation ☐
- ***N.B. Minutes of the case conference should be kept in the Student's Special Assistance File.*** ☐

The participants at a case conference shall normally include the following individuals:

- Dean and the department chair, parent/guardian, teacher(s), student (if the student is able to do so), the guidance counselor (college and university). Additional members may include other professionals (e.g. speech and language pathologist), external professionals, support staff, special education teachers, community representatives, etc.

Referrals for Assessment and Consultation

Students may be referred for professional assessment and /or consultation as a result of the:

- a. Ad Hoc meeting ☐
- b. Multidisciplinary case conference ☐
- c. Request by the instructor ☐
- d. Request by parent/guardian ☐

e. Request by external agencies

The Students With Special Needs Division Services Referral form must be completed, signed and given to the designated professional. The professional will send a copy to Complementary Educational Services once action has been taken. The professional will send a copy of all subsequent reports and assessments to Students With Special Needs Division Services as soon as they are completed. These will be added to the student's confidential files.

3.6.1 Procedure for Referral to Complementary Educational Services

- The Students With Special Needs Division Services Referral Form is filled out by the teacher and given to the principal for his signature. Prior to filling out a referral form, the teacher may invite the professional into the classroom for an informal observation or screening to help him decide if the student should be referred for a formal assessment. The principal and the professional discuss the referrals and prioritize the list (Appendix 4).
- The parent is informed by a member of the school team that his child requires professional services. Parental consent is obtained through the Parent Acknowledgement Form.
- The professional decides on the appropriate services in conjunction with the student's and teacher's needs, i.e., informal or formal evaluation, support to teachers, IEP contributions, etc.
- After assessing the student formally or informally, the professional transmits the information, recommendations, and/or plan of action to the teachers, principal and parent/guardian. In many cases, the multidisciplinary team meeting format is recommended.
- Parent/guardian consent is not required for students 14 years and older. However, it is recommended that the student give written consent.

AdHoc Committee Meeting Request Form

AdHoc Committee Meeting Request Form
Completed by the Classroom Instructor(s)

Student's name _____ [?]

Cycle / Level _____ [?]

Teacher(s) _____

Date _____

Classroom Teacher(s)

The teacher set up support related to the student's needs.

met with student

informed parents

Additional Support to Student

In class support

modified instruction [?] modified evaluation [?] peer tutoring [?] help from resource teacher [?] help from
behaviour technician help from student attendant in class special program / material

other: _____

Out of class support

remediation (teacher) [?] help from resource teacher help from behaviour technician tutoring
(home) [?] other: _____

Parents / School Collaboration:

other: _____

To be completed during/after the Ad Hoc meeting and to be filed in Student's Special Assistance File.

Guidelines for Identifying Students with Behavioral Difficulties

Appendix 3

Guidelines for Identifying Students with Behavioural Difficulties Key Indicators

Note:

All four indicators must be considered together.

Requirements

A psychosocial assessment (a psychosocial assessment is not the same as a clinical evaluation). The assessment must be carried out by a multidisciplinary team – psychologist/ counsellor / psycho-educator, teachers, principal, parents, etc.

The following diagnostic methods and techniques are appropriate:

- observation checklist / report by teacher or other qualified professional;* ☐
- structured interviews by counsellor / psychologist or other qualified professional; ☐
- standardized behaviour rating scales by teachers or a professional;* ☐
- sociometric surveys by a qualified professional ☐
- psychometric tests by a qualified professional. ☐

The inappropriate behaviour:

occurs 3 to 4 times a week; ☐ persists over a period of time (3 to 6 months); occurs in diverse situations and contexts; ☐ hinders student's ability to learn or to maintain satisfying interpersonal relationships.

* are mandatory

Service

1. Contacts with parents ☐
2. Adaptation of teaching ☐
3. Application of behaviour modification ☐
4. Ongoing support, as needed (e.g. special counsellor, psychologist, volunteer) ☐
5. An Individualized Education Plan (IEP) ☐

Complementary Referral Form

Appendix 4

Complementary Services Referral Form

- Speech-Language Pathology
- Psychology/Guidance
- Other: _____
- Special Education Consultant
- Special Education Consultant in Behaviour

Describe the student's problem and how it affects his/her functioning in school:

What strategies/interventions have recently been initiated?

Indicate known previous interventions:

Student's Name: _____ Date of Birth: _____ Phone Number: H _____ W _____

Mother Tongue: _____

College: _____ Cycle ___ Yr. ___

Teachers: _____

Mother's Maiden Name _____

- Vision testing
- Hearing testing
- Psychology
- Resource
- Speech-language pathology
- External services _____

Appendix 2

RECOMMENDATIONS OF THE AD HOC COMMITTEE

Academic Support Behavioural / Social Support Modification / Adaptation	
<input type="checkbox"/> resource teacher <input type="checkbox"/> in-class support <input type="checkbox"/> special class <input type="checkbox"/> tech/attendant <input type="checkbox"/> other <input type="checkbox"/> technician/attendant <input type="checkbox"/> guidance <input type="checkbox"/> behaviour/ hmwk log <input type="checkbox"/> other <input type="checkbox"/> classroom <input type="checkbox"/> programs <input type="checkbox"/> assignments <input type="checkbox"/> tutor <input type="checkbox"/> other	
<input type="checkbox"/> The student's transportation is affected and the transportation department will be notified.	
<input type="checkbox"/> Professional Services Requested	
<input type="checkbox"/> psychology <input type="checkbox"/> speech and language <input type="checkbox"/> guidance <input type="checkbox"/> other _____ Services in: <input type="checkbox"/> English <input type="checkbox"/> French	Reason for request: _____ _____ Please provide: Substantiating data, work samples.
Follow up to Ad Hoc meeting: <input type="checkbox"/> development of IEP <input type="checkbox"/> multidisciplinary case conference <input type="checkbox"/> external services	
Participants	
principal: _____ resource teacher: _____ professional: _____ _____ tech/attendant: _____ teacher(s) _____ _____	
parent(s)/guardian: _____	

