



Strengthening the Transition Programs of the Learners with Special Education Needs (LSENs)

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Abstract:

This research investigated the school's transition program for the LSENs. This study adopted a documentary research design. The findings reveal that that J.P. Rizal Elementary School's transition program for the LSENs is evident in terms of promoting self-determination: Learners will be provided with the essential skills necessary for personal growth, social connections, and success in the real world through the Life Skills Package, which is designed to prepare learners with these skills; systemic transition planning, which involve various elements such as curriculum integration, guidance, and counseling services, parent involvement, collaboration with secondary schools, career exploration and preparation and individualized support; through supporting the inclusion of LSENs in school and community settings, it fosters diversity and inclusion by involving LSENs in extracurricular activities and school programs. Individuals with learning disabilities or exceptional needs can receive individualized lessons, materials, and support services; anchoring curriculum and instruction to the demands of adulthood, can guarantee that learners possess the essential skills and information to excel in their personal and professional endeavors. These skills encompass critical thinking, problem-solving, effective communication, decision-making, financial literacy, time management, and other vital skills necessary for adulthood; and by providing career awareness and employment preparation programs, and developing social competence, learners will be provided with the information and abilities that will enable them to make well-informed decisions about their careers, achieve success in the workplace, and build social competence.

Keywords: strengthening, transition programs, Learners with Special Educational Needs (LSEN)

Introduction:

Effective transition services are essential for helping learners with special educational needs (LSEN) successfully move from secondary education to adult life, which includes further education, employment, and independent living. Research underscores that transition planning should address the unique needs and aspirations of LSEN, as well as build on factors associated with post-school success (Johnson, Stodden, Emanuel, Luecking, & Mack, 2002).

However, the coordination of transition services often faces challenges, especially in integrating roles across administration, school counselors, and special education professionals. This lack of collaboration may hinder the effectiveness of transition planning and service delivery for students with disabilities (McLaughlin & Nolet, 2004; Pierangelo & Giuliani, 2004).

In the Philippines, legislation, such as the 1987 Constitution and Republic Act 7277, or the "Magna Carta for Disabled Persons," mandates that the state provide accessible, high-quality education for all citizens, including those with disabilities. Through the Department of Education (DepEd), the government ensures that LSEN receive tailored educational programs that prepare them for productive and independent lives. This commitment is seen in programs like the Transition Program Curriculum, which aids LSEN in acquiring essential skills for adulthood (Harper, 2016; Kids Matter, 2012).

Despite these efforts, implementing inclusive and effective transition programs remains a challenge. Research shows that special education has historically operated separately from general education, often in isolated settings with limited support. Recent shifts toward collaborative models aim to bridge this gap by involving principals, counselors, and special education administrators in shared decision-making for transition services (Weishaar & Borsia, 2001).

International studies support these practices, stressing the importance of early, coordinated transition planning that aligns with students' interests and developmental needs (Levinson & Ohler, 1998; Rothman et al., 2008). In the Philippines, this collaborative approach remains underexplored in academic research, particularly regarding LSEN's transition during remote learning periods.



This study examines the current transition programs for LSEN in Philippine schools, focusing on areas like self-determination, career awareness, and social competence. It will assess how school administrators, teachers, and parents collaborate to foster LSEN's development, resilience, and readiness for adult life. By identifying effective research practices and challenges, this study aims to inform DepEd and school officials on ways to strengthen support systems for LSEN. The findings will also serve as a reference for future researchers examining inclusive education frameworks in the Philippines.

Methodology:

The researcher after his long contemplation, meditation and a lot of reading has considered documentary analysis research design which she considered the best method in finishing the paper and to be able to coming out the best output the paper is asking for.

Documentary research, serving as both a complement to and extension of biographical inquiry, takes on different meanings in the field of education. In one sense, documentary research becomes synonymous with archival research and addresses issues related to the role and use of documents and public and private records. In another sense, documentary research produces artifacts and material culture through artistic representation, moving and still imagery, and sound recordings.

The documentary milieu as a form of archival inquiry seems most pronounced in the area of history with many curriculum historians working extensively with primary documents. Ironically, within the tradition of the social sciences and the field of qualitative research, with its emphasis upon generating data through various means of inquiry, the use of extant documents from the past and present seem somewhat overshadowed. Yet, the field of sociology maintains a longstanding and popular tradition of documentary inquiry and, with continual evolution of hybrid and virtual documentary sources from the internet and email, this form of data, evidence, and documentation will become more commonplace as qualitative and quantitative researchers recognize that they must appraise and ascertain the provenance of information (McCulloch, 2004). From this perspective, material culture takes the form of documentation, falling into basic categories of personal, public, and official documents (Hill, 1993). Personal documents include correspondence, journals, autobiographical writings and memoir. Public documents typically comprise published and publicly presented documents including newspapers-magazines, flyers, books, etc. Official documentation includes administrative documents representing agencies and organizations.

With the use of primary and secondary materials, the researcher must assess and analyze the documents themselves before extracting content. Appraising documents typically includes four criteria: authenticity, credibility, representativeness, and meaning (Scott, 2006). Authenticity addresses whether the materials are genuine or of questionable origin, and whether their production is original and reliable and has not been subsequently altered. If the document has been transformed, through textual editing, marginalia, or other means, the researcher seeks to clearly identify those alterations. Authenticity is typically viewed as the most fundamental criterion for all documentary research in education since the confirmation of authorship, place, and date are typically determined before any researcher continues working with the document. Once determined that the document is "genuine and of unquestionable origin," the material becomes "valid" as an artifact, although its content may still be questionable or subsequently found to be "incorrect."

While a narrative account or any form of qualitative data may be original and genuine—authentic—the content may still be distorted in some manner. Thus, a second criterion in appraising materials is determining credibility and whether the document's information is honest and accurate. Such a rendering was much easier before our post-modern era and the recognition of constructed truths. At times, classroom descriptions and narratives suggest that the author may not have been in a position to formulate a faithful explanation or that the description was intentionally made to alter the record for dubious motives or unintentionally made merely by witlessness or inexperience. All accounts become biased in some manner, and the documentary researcher is constantly ascertaining motives similar to the biographer as a way to detect distortion of the material.

A third criterion, representativeness, seeks to determine whether the document is typical of such accounts—perhaps described as "reliable"—and whether the material represents a collection of produced materials rather than an idiosyncratic portrayal. A document's representativeness may be distorted with the passing of time as the survival rate of certain materials becomes greater since the items may have been viewed as less valuable and, thus, stored away, rarely seen after their point of origination, and thus preserved. The acquisitions process—archival staff members "weeding" the collection (eliminating what are considered non-essential items)—may also distort provenance and representativeness. Similarly, some important documents do not survive because their great significance caused them to become used and worn and, subsequently, discarded while less important documents survive because they are so little used. Matters of generalizability and reliability are constantly hovering above documentary researchers as they examine materials and decide what items should be drawn upon in their work. Interestingly, Scott (2006) recognizes that determining whether documents are fully authentic, credible, and



representative may never be able to be confirmed by the researcher; thus, he reverses the process and asks whether the materials may be deemed as inauthentic, non-credible, or unrepresentative. This has led to a perspective described as “methodological distrust” where researchers take a general approach of questioning all materials and demanding that documents must prove their own authenticity, credibility, and representativeness before being used.

A final criterion—meaning—represents the textual analysis of the document and whether the evidence is clear and comprehensible. Coupled with this semiotic and intertextual examination is whether the document’s content is appropriately situated within its historical context; this is ascertained, in part, by the method in which meaning is constructed and perceived by its originally intended audience. While these four criteria are fundamental, McCullough (2004) underscores a fifth criterion of document analysis: theorization—the anticipated theoretical, hermeneutic framework for interpreting the material. Such theoretical perspectives are commonplace for those in the field of curriculum studies. Documentary research, however, underscores an important dimension to theorization and the construction of meaning of a document: the reconstruction of a text’s meaning as it moves from author to audience. Scott (2006) notes the transition of intended content (the author’s intended meaning), the received content (meaning as constructed by the reader/perceiver), and internal meaning (transactional understandings derived from the intended and received meanings).

Related analysis and assessment of documents occurs as materials are ascertained as being public or private, primary or secondary (noting that a primary source need not be the sole original document; primary materials are first-hand documents), and whether the researcher has direct-proximate contact (being able to examine the original or primary document) or indirect-mediate access (facsimile or scanned e-version).

The locale was chosen because the researcher observed a need to determine if the transition program for LSEN is effective and help teachers in working with parents able to make informed decisions on behalf of their children in their transition. The analyzed document was the Transition Program for LSENs of the School.

Results:

Transition programs for learners with special educational needs (LSENs) are designed to help them adjust to the school environment, develop necessary skills, and support their academic and social integration. These programs often include individualized support, specialized instruction, and collaboration with parents and caregivers.

Thus, it is designed to help these students smoothly transition into a new school environment. This program may include orientation sessions, individualized support plans, and specialized resources to help LSENs adjust to their new school setting. The goal is to ensure that LSENs feel comfortable and supported as they begin their educational journey at a new school.

For many years, Special Education (SPED) has been in existence in the Philippines and it has significantly improved the lives of special needs learners through the development and implementation of several programs designed to meet their unique needs. In collaboration with private schools, non-government organizations, and other government agencies, DepEd has carefully studied, planned and rolled out several Special Education curricula across the country in order to deliver quality and effective instruction for learners with special education needs. One of these programs is the Transition Program Curriculum.

1.1 Promoting self-determination

Mean of Verification	Details of Evidence from MOV
DepEd order no. 021, s. 2021	Policy Guidelines on the Adaptation of Kto12 Transition Curriculum Framework for Learner with Disabilities
Life Skills Package	The Life Skills Package primes the learners for living independent, productive, purposeful, and fulfilling lives. It allows LWDs to operate independently at home or in community settings, and to take control over their own lives. It contains the basic skills that will prepare and help the learners in coping with the challenges and demands of everyday life. These skills are designed to equip LWDs with the necessary skills to become independent, participative, empowered, and productive members of society.

Promoting Self-determination would most likely fall within the Life Skills Package of the Philippine Education System’s K-12 Transition Curriculum Packages.



Learners will be provided with the essential skills necessary for personal growth, social connections, and success in the real world through the Life Skills Package, which is designed to prepare learners with these skills. The emphasis is placed on practical skills that apply to both day-to-day life and potential future employment. The promotion of self-determination is in line with the objectives of the Life Skills Package, which seeks to equip students with the ability to take charge of their own lives, make decisions based on accurate information, establish goals, and take activities that will contribute to their personal and professional development.

1. **Personal Development:** The school would provide opportunities for students to develop a sense of self-awareness, self-confidence, and self-advocacy. This could include activities such as workshops on self-esteem, goal setting, and decision-making. Students would be encouraged to develop a positive mindset, identify their strengths and interests, and set meaningful and achievable goals for themselves.
2. **Decision-Making Skills:** Promoting self-determination would focus on helping students develop critical thinking and decision-making skills. They would be guided in analyzing various options, considering the consequences of their choices, and making informed decisions based on their values and aspirations. This could include classroom discussions, case studies, and real-life scenarios to facilitate the development of these skills.
3. **Problem-Solving Skills:** Students would be encouraged to develop problem-solving skills to overcome challenges and obstacles. They would learn how to identify problems, brainstorm possible solutions, evaluate the pros and cons of each option, and implement the most effective solution. This could be facilitated through group activities, role-playing exercises, and collaborative projects.
4. **Goal Setting:** The school would support students in setting realistic and achievable goals. Students would be taught the importance of setting both short-term and long-term goals and creating action plans to reach them. Regular progress monitoring and evaluation would be conducted to help students stay on track and make adjustments if necessary.
5. **Self-Advocacy:** Promoting self-determination would also involve teaching students how to advocate for themselves and their needs. They would learn effective communication skills, assertiveness, and negotiation techniques. Students would be encouraged to express their opinions, seek support when needed, and actively participate in decision-making processes that affect their education and future.
6. **Career Planning:** Within the context of the Life Skills Package, promoting self-determination would extend to career planning and exploration. Students would be provided with resources and guidance to explore different career paths, understand their strengths and interests, and make informed decisions about their future occupations. This could include career assessments, guest speakers, career fairs, and visits to vocational training centers.

Promoting self-determination under the Life Skills Package at J. P. Rizal Elementary School aims to empower students with the skills and mindset needed to take control of their own lives, make responsible decisions, and actively pursue their goals. By developing these skills, students will be better prepared to navigate the challenges and opportunities they will encounter in their academic and professional journeys.

1.2 Systematic transition planning

Means of Verification	Details of Evidence from MOV
DepEd order no. 021, s. 2021	Policy Guidelines on the Adaptation of Kto12 Transition Curriculum Framework for Learners with Disabilities
Life Skills Package	The Life Skills Package primes the learners for living independent, productive, purposeful, and fulfilling lives. It allows LWDs to operate independently at home or in community settings, and to take control over their own lives. It contains the basic skills that will prepare and help the learners in coping with the challenges and demands of everyday life. These skills are designed to equip LWDs with the necessary skills to become independent, participative, empowered, and productive members of society.

Within the framework of the Life Skills Package, it is believed that the K-12 Transition Curriculum Packages in the Philippines will incorporate Systematic Transition Planning.

The objective of the Life Skills Package is to equip learners with the necessary abilities for self-improvement, interpersonal relationships, and achievement in practical situations. It prioritizes the development of practical abilities that may be used in everyday life and future job opportunities. Systematic Transition Planning is a methodical approach to smoothly transitioning learners from one educational level to another or from school to the workplace. provided.

At J. P. Rizal Elementary School, the implementation of the Life Skills Package and specifically the Systematic Transition Planning would involve various elements.



1. **Curriculum Integration:** The curriculum would incorporate Systematic Transition Planning to guarantee a smooth transition for learners as they progress from one grade level to the next. It may encompass activities and lessons aimed at equipping learners with the necessary skills and knowledge to navigate the forthcoming changes. These may include orientation programs, job exploration, goal setting, and study skills development.
2. **Guidance and Counseling Services:** The school would offer guidance and counseling services to assist learners during their transition. These may encompass one-on-one therapy sessions, collective dialogues, and lessons centered around coping with change, enhancing adaptability, and cultivating effective decision-making abilities.
3. **Parent Involvement:** J. P. Rizal Elementary School would collaborate with secondary schools to ensure a smooth transition from elementary to secondary education. This could involve sharing student records, coordinating curriculum alignment, and facilitating visits or orientation programs for students to become familiar with their future school environment.
4. **Collaboration with Secondary Schools:** The J. P. Rizal Elementary School will establish cooperation with secondary schools to facilitate a seamless progression from elementary to secondary education. This may entail the exchange of student records, the synchronization of curriculum alignment, and the organization of visits or orientation events to acquaint pupils with their prospective educational setting.
5. **Career Exploration and Preparation:** Systematic Transition Planning encompasses career investigation and preparation activities aimed at assisting learners in making well-informed decisions regarding their future pathways. Possible components of this could encompass evaluations of job aptitude, presentations by experts in the field, chances for vocational instruction, and advice on selecting suitable academic paths in senior high school.
6. **Individualized Support:** The school would offer personalized assistance to children who may need extra support during their transition. This may encompass supplementary tutoring, mentoring initiatives, or specialized educational provisions to guarantee the inclusion and assistance of every student throughout the process.

As a whole, the goal of J. P. Rizal Elementary School's Systematic Transition Planning a component of the Life Skills Package is to provide learners the tools they need to face and overcome the inevitable changes and obstacles that come with moving up a grade. The school's goal is to help learners succeed academically and professionally by creating a safe and nurturing learning environment that prepares them for the next level of their education and beyond.

1.3 Supporting the inclusion of LSEs in school and community settings

Means of Verification	Details of Evidence from MOV
DepEd order no. 021, s. 2021	Policy Guidelines on the Adaptation of Kto12 Transition Curriculum Framework for Learners with Disabilities
Functional Academic Package	The Functional Academics Package focuses on basic academic skills necessary for the enhancement of the learner's participation in school and the community. It focuses on skills required in everyday life and incorporates the student's strengths and needs. This package is for learners who are deemed ready to take up academic subjects. Functional academics are essential for LWDs who may not be able to learn age- and grade-appropriate academics as they will be used by these LWDs for the rest of their lives.

In the K to 12 Transition Curriculum of the Philippine Education System, **supporting the inclusion of LSEs in school and community settings** will be most likely to fall under the category of Functional Academics Package.

Learners are provided with information and skills that are crucial for their day-to-day lives and for their future success through the Functional Academics Package, which focuses on providing learners with these capabilities. The purpose of this package is to help learners, including those who have Learning and Support Needs (LSEs), improve their functional abilities in a variety of academic subjects, including language, mathematics, science, and social studies.

In the framework of the Philippine Education System, and more especially J.P. Rizal Elementary classroom, the goals of the Functional Academics Package are congruent with those of encouraging the inclusion of LSEs in both classroom and community contexts. For LSEs to have equal access to the curriculum as other learners, this package guarantees that they will receive the necessary accommodations and assistance throughout their academic path.



The J. P. Rizal Elementary School may do its part to foster diversity and inclusion by involving LSEs in extracurricular activities and school programs. Individuals with learning disabilities or exceptional needs can receive individualized lessons, materials, and support services. This may involve working with parents and community experts, creating tailored education programs, making sure learners have easy access to course materials, and adjusting teaching methods as needed.

Furthermore, advocating for the incorporation of learners with special educational needs (LSEs) in educational institutions and community environments promotes the establishment of social cohesion and engagement among learners. It fosters chances for collaborative learning, compassion, and comprehension. Additionally, it fosters the cultivation of interpersonal skills, tolerance, and embracing of individual differences.

By catering to the requirements of learners with special educational needs (LSEs) through the Functional Academics Package, J.P. Rizal Elementary School can enable these children to achieve their maximum capabilities and equip them for future achievements in academics and social spheres. It displays a dedication to inclusive education and guarantees that all students, irrespective of their ability, are provided with equitable opportunity to flourish in their educational pursuits.

1.4 Anchoring curriculum and instruction to the demands of adulthood

Means of Verification	Details of Evidence from MOV
DepEd order no. 021, s. 2021	Policy Guidelines on the Adaptation of Kto12 Transition Curriculum Framework for Learner with Disabilities
Life Skills Package	The Life Skills Package primes the learners for living independent, productive, purposeful, and fulfilling lives. It allows LWDs to operate independently at home or in community settings, and to take control over their own lives. It contains the basic skills that will prepare and help the learners in coping with the challenges and demands of everyday life. These skills are designed to equip LWDs with the necessary skills to become independent, participative, empowered, and productive members of society.

The "Anchoring curriculum and instruction to the demands of adulthood" falls into the Life Skills Package of the K to 12 Transition Curriculum.

The Life Skills Package aims to provide learners with the necessary skills and knowledge crucial for their personal growth, welfare, and achievement in diverse domains of life. This program is designed to provide learners with practical skills and information that will equip them to successfully navigate the challenges and responsibilities of adulthood.

Within the Philippine Education System, particularly at J.P. Rizal Elementary School, aligning the curriculum and instruction with the requirements of maturity is consistent with the goals of the Life Skills Package. The objective of this package is to enhance the life skills of learners, empowering them to proficiently navigate and excel in different aspects of life.

The curriculum can be designed to include practical and real-life scenarios that require students to apply these life skills. For example, students can engage in projects that simulate budgeting, planning for future goals, career exploration, and making informed decisions. They can also develop skills related to personal health and well-being, interpersonal relationships, responsible citizenship, and ethical decision-making.

By aligning the curriculum and instruction with the requirements of adulthood, J.P. Rizal Elementary School can guarantee that learners possess the essential skills and information to excel in their personal and professional endeavors. These skills encompass critical thinking, problem-solving, effective communication, decision-making, financial literacy, time management, and other vital skills necessary for adulthood.

Instruction can be designed to offer learners the chance to cultivate their life skills through practical learning, interactive tasks, collaborative conversations, and simulated scenarios. Teachers can assist learners in comprehending the significance and practicality of these abilities in their present and future lives.

Aligning the curriculum and training with the requirements of adulthood also includes working together with parents, community members, and professionals to offer learners the opportunity to engage in real-life situations, explore career options, and receive guidance from mentors. This collaboration has the potential to augment students' comprehension of diverse career trajectories and the proficiencies necessary in distinct sectors.



By embedding the requirements of adulthood into the curriculum and teaching methods at J.P. Rizal Elementary School, children will cultivate a solid groundwork of essential life skills that will equip them for future triumphs in their personal and professional endeavors. This represents the school's dedication to providing a comprehensive education and preparing individuals who possess a wide range of skills and knowledge to make meaningful contributions to society.

1.5 Providing career awareness and employment preparation programs And Developing social competence

Means of Verification	Details of Evidence from MOV
DepEd order no. 021, s. 2021	Policy Guidelines on the Adaptation of Kto12 Transition Curriculum Framework for Learners with Disabilities
Care skills package	The Care skills package contains the fundamental competencies that will enable LWDs to perform independently and develop their potential to the fullest. This addresses the needs of LWDs who are not yet capable of or do not have any training in basic self-care, as well as those learners who are considered at risk.

With the phrases "Providing career awareness and employment preparation programs" and "Developing social competence," it is possible to classify it as part of the Career Skills Package that is included in the K to 12 Transition Educational Curriculum.

The purpose of the Career Skills Package is to provide learners with the information and abilities they need to successfully navigate the world of work and to prepare them for future jobs. The development of fundamental profession-related abilities is the primary focus of this package. These skills include career awareness, preparedness for work, and social competence.

The provision of programs that prepare learners for work and knowledge of professional opportunities is in line with the goals of the professional Skills Package in the context of the Philippine Education System, and more specifically at J.P. Rizal Elementary School. Through the use of this package, learners will be provided with the information and abilities that will enable them to make well-informed decisions about their careers, achieve success in the workplace, and build social competence.

It is possible for J.P. Rizal Elementary School to undertake a variety of activities and tactics in order to accomplish the goals that are outlined in the Career Skills Package. events that facilitate job discovery are included in this category. Some examples of these events are career fairs, guest speaker sessions, and field tours to companies. Learners are given the opportunity to get an understanding of the requirements, responsibilities, and possibilities that are connected with many professions via the participation in these activities, which expose them to a diverse variety of career paths.

Classroom discussions, presentations, and activities that teach learners about various sectors, work positions, and the skills necessary for success in certain vocations are all examples of activities that may be included in career awareness programs. Learners may discover their skills and link them with prospective career routes by engaging in activities such as self-reflection exercises, personality evaluations, and interest and aptitude testing.

Employment preparation programs may emphasize providing learners with the practical skills necessary for the workplace. These abilities may include the ability to write resumes, conduct interviews, communicate well, work well with others, solve problems, and manage their time effectively. Learners at J.P. Rizal Elementary School may be prepared for the process of applying for jobs and contacts with professionals by participating in skill-building activities, seminars, and mock interviews that are organized by the school.

An additional critical element of the Career Skills Package is the cultivation of social competence. This entails the encouragement of collaborative endeavors, empathetic communication, effective interpersonal abilities, networking prowess, teamwork, and cultural sensitivity. To this end, educational institutions may integrate exercises that foster collaboration, benevolence, effective communication, and conflict resolution among pupils.

To optimize the implementation of the Career Skills Package, J.P. Rizal Elementary School may consider establishing partnerships with community organizations, professionals, and local industries to facilitate mentorship programs, apprenticeships, and internships. Learners can acquire practical experience, expand their professional networks, and gain a more comprehensive understanding of diverse career trajectories through this partnership.

J.P. Rizal Elementary School can provide students with the knowledge and skills necessary to make well-informed decisions regarding their future careers, to be successful in the workplace, and to successfully navigate the



demands of the modern world. This is accomplished through the implementation of programs that focus on social competence, as well as programs that raise awareness about careers and prepare students for employment.

Discussion:

Promoting Self-determination would most likely fall within the Life Skills Package of the Philippine Education System's K-12 Transition Curriculum Packages. Learners will be provided with the essential skills necessary for personal growth, social connections, and success in the real world through the Life Skills Package, which is designed to prepare learners with these skills. The emphasis is placed on practical skills that apply to both day-to-day life and potential future employment. The promotion of self-determination is in line with the objectives of the Life Skills Package, which seeks to equip students with the ability to take charge of their own lives, make decisions based on accurate information, establish goals, and take activities that will contribute to their personal and professional development.

Systemic transition planning. Within the framework of the Life Skills Package, it is believed that the K-12 Transition Curriculum Packages in the Philippines will incorporate Systematic Transition Planning. The objective of the Life Skills Package is to equip learners with the necessary abilities for self-improvement, interpersonal relationships, and achievement in practical situations. It prioritizes the development of practical abilities that may be used in everyday life and future job opportunities. Systematic Transition Planning is a methodical approach to smoothly transitioning learners from one educational level to another or from school to the workplace. provided. At J. P. Rizal Elementary School, the implementation of the Life Skills Package and specifically the Systematic Transition Planning would involve various elements: Curriculum integration, guidance, and counseling services, parent involvement, collaboration with secondary schools, career exploration and preparation and individualized support.

Supporting the inclusion of LSEs in school and community settings. In the K to 12 Transition Curriculum of the Philippine Education System, supporting the inclusion of LSEs in school and community settings will be most likely to fall under the category of Functional Academics Package. Learners are provided with information and skills that are crucial for their day-to-day lives and for their future success through the Functional Academics Package, which focuses on providing learners with these capabilities. The purpose of this package is to help learners, including those who have Learning and Support Needs (LSEs), improve their functional abilities in a variety of academic subjects, including language, mathematics, science, and social studies. The J. P. Rizal Elementary School may do its part to foster diversity and inclusion by involving LSEs in extracurricular activities and school programs. Individuals with learning disabilities or exceptional needs can receive individualized lessons, materials, and support services. This may involve working with parents and community experts, creating tailored education programs, making sure learners have easy access to course materials, and adjusting teaching methods as needed. By catering to the requirements of learners with special educational needs (LSEs) through the Functional Academics Package, J.P. Rizal Elementary School can enable these children to achieve their maximum capabilities and equip them for future achievements in academics and social spheres. It displays a dedication to inclusive education and guarantees that all students, irrespective of their ability, are provided with equitable opportunities to flourish in their educational pursuits.

Anchoring curriculum and instruction to the demands of adulthood. The "Anchoring curriculum and instruction to the demands of adulthood" falls into the Life Skills Package of the K to 12 Transition Curriculum. The Life Skills Package aims to provide learners with the necessary skills and knowledge crucial for their personal growth, welfare, and achievement in diverse domains of life. This program is designed to provide learners with practical skills and information that will equip them to successfully navigate the challenges and responsibilities of adulthood. Within the Philippine Education System, particularly at J.P. Rizal Elementary School, aligning the curriculum and instruction with the requirements of maturity is consistent with the goals of the Life Skills Package. The objective of this package is to enhance the life skills of learners, empowering them to proficiently navigate and excel in different aspects of life. By aligning the curriculum and instruction with the requirements of adulthood, J.P. Rizal Elementary School can guarantee that learners possess the essential skills and information to excel in their personal and professional endeavors. These skills encompass critical thinking, problem-solving, effective communication, decision-making, financial literacy, time management, and other vital skills necessary for adulthood. By embedding the requirements of adulthood into the curriculum and teaching methods at J.P. Rizal Elementary School, children will cultivate a solid groundwork of essential life skills that will equip them for future triumphs in their personal and professional endeavors. This represents the school's dedication to providing a comprehensive education and preparing individuals who possess a wide range of skills and knowledge to make meaningful contributions to society.

Providing career awareness and employment preparation programs and developing social competence. The purpose of the Career Skills Package is to provide learners with the information and abilities they need to successfully navigate the world of work and to prepare them for future jobs. The development of fundamental profession-related abilities is the primary focus of this package. These skills include career awareness, preparedness for work, and social competence. The provision of programs that prepare learners for work and



knowledge of professional opportunities is in line with the goals of the professional Skills Package in the context of the Philippine Education System, and more specifically at J.P. Rizal Elementary School. Through the use of this package, learners will be provided with the information and abilities that will enable them to make well-informed decisions about their careers, achieve success in the workplace, and build social competence. J.P. Rizal Elementary School can undertake a variety of activities and tactics to accomplish the goals that are outlined in the Career Skills Package. events that facilitate job discovery are included in this category. Some examples of these events are career fairs, guest speaker sessions, and field tours to companies. Learners are allowed to get an understanding of the requirements, responsibilities, and possibilities that relate to many professions via participation in these activities, which expose them to a diverse variety of career paths. To optimize the implementation of the Career Skills Package, J.P. Rizal Elementary School may consider establishing partnerships with community organizations, professionals, and local industries to facilitate mentorship programs, apprenticeships, and internships. Learners can acquire practical experience, expand their professional networks, and gain a more comprehensive understanding of diverse career trajectories through this partnership. J.P. Rizal Elementary School can provide students with the knowledge and skills necessary to make well-informed decisions regarding their future careers, to be successful in the workplace, and to successfully navigate the demands of the modern world. This is accomplished through the implementation of programs that focus on social competence, as well as programs that raise awareness about careers and prepare students for employment.

Therefore, it can be concluded that J.P. Rizal Elementary School's transition program for the LSEs is evident in terms of promoting self-determination: Learners will be provided with the essential skills necessary for personal growth, social connections, and success in the real world through the Life Skills Package, which is designed to prepare learners with these skills; systemic transition planning, which involve various elements such as curriculum integration, guidance, and counseling services, parent involvement, collaboration with secondary schools, career exploration and preparation and individualized support; through supporting the inclusion of LSEs in school and community settings, it fosters diversity and inclusion by involving LSEs in extracurricular activities and school programs. Individuals with learning disabilities or exceptional needs can receive individualized lessons, materials, and support services; anchoring curriculum and instruction to the demands of adulthood, can guarantee that learners possess the essential skills and information to excel in their personal and professional endeavors. These skills encompass critical thinking, problem-solving, effective communication, decision-making, financial literacy, time management, and other vital skills necessary for adulthood; and by providing career awareness and employment preparation programs, and developing social competence, learners will be provided with the information and abilities that will enable them to make well-informed decisions about their careers, achieve success in the workplace, and build social competence.

Furthermore, it is recommended that programs for LSEs often include individualized transition plans, collaboration between school staff and families, vocational training and job placement support, life skills development, and access to community resources.

Conclusion:

J.P. Rizal Elementary School's transition program for Learners with Special Educational Needs (LSEs) is well-aligned with the goals of the K-12 Transition Curriculum in the Philippine Education System. The program's emphasis on self-determination, systemic transition planning, inclusion, and career awareness provides a holistic approach to preparing LSEs for personal and professional success.

Through the Life Skills Package, students gain essential skills for personal growth, social connections, and real-world applications, equipping them to navigate adulthood effectively. The curriculum also integrates practical supports like guidance and counseling, collaboration with secondary schools, and career exploration, ensuring that transition planning is comprehensive and individualized. Additionally, the inclusion efforts within school and community programs promote a culture of diversity and provide LSEs with tailored resources to foster participation in all aspects of school life.

By aligning curriculum and instruction with the demands of adulthood, J.P. Rizal Elementary School equips learners with vital skills, such as critical thinking, problem-solving, financial literacy, and time management, laying a solid foundation for future success. Career awareness and employment preparation programs enhance social competence and help students make informed career decisions. Together, these elements ensure that LSEs are well-prepared to face the demands of the workplace and society.

To strengthen these efforts, it is recommended that J.P. Rizal Elementary School further develops individualized transition plans for LSEs, fosters greater collaboration between school staff and families, and provides vocational training, job placement support, and access to community resources. This comprehensive approach will enhance the quality of transition support and ensure that all students, regardless of their abilities, are given the tools they need to thrive in their educational journey and beyond.



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