



Republic of the Philippines  
**BATANGAS STATE UNIVERSITY**  
Batangas City

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## **POLICIES AND PROCEDURES FOR SERVICES FOR STUDENTS WITH SPECIAL NEEDS AND PERSONS WITH DISABILITIES**

In accordance with CHED Memorandum no. 09, series of 2013 (Enhanced Policies and Guidelines on Student Affairs and Services), Republic Act No. 10754 [An Act Expanding the Benefits and Privileges of Persons With Disability (PWD)] and Batangas State University Norms of Conduct for College Students, the following policies and guidelines for services for Students with Special Needs (SSN) and Persons With Disability (PWD) in Batangas State University are hereby adopted for the information, guidance and compliance of all concerned.

### **ARTICLE I POLICY STATEMENT**

The Office of Services for Students with Special Needs and Persons with Disabilities (SSSN and PWD) was established to provide programs and activities designed to offer equal opportunities to PWDs, indigenous people, solo parent, etc. (*CHED Memorandum No. 09, series of 2013*).

**Section 1.** The Office as an integral part of the University is mandated to ensure that academic accommodation is made available to persons with disabilities and learners with special needs with proper consultation and conference with students with disabilities themselves, together with their teachers, parents/guardians, personal assistants and other concerned professionals, whenever necessary.

**Section 2.** The Office offers services on life skills development. Services offered include Individual Inventory and Planning, Information Service, Counseling, Referral and Consultation, and Social Support.

**Section 3.** The Office shall regularly submit the list of students with disabilities detailing the intervention programs to Commission on Higher Education Regional Office (CHEDROs) in order to build up the Database of Higher Education Institutions (HEIs) accommodating PWDs.

### **ARTICLE II SCOPE AND COVERAGE**

**Section 1.** The policies and procedures set herein shall be applicable to all the clients of the Office of Guidance and Counseling. The services offered by the office are: Individual Inventory, Information Service, Counseling, Referral, Consultation, Social Support, and Program Management.

**Section 2.** There shall be a regular submission and coordination of the list of students with disabilities detailing the intervention programs to the CHEDROs in order to build up the Database of HEIs Accommodating PWDs.

### **ARTICLE III RESPONSIBILITY OF OFFICIALS/PERSONNEL**

**Section 1.** The Assistant Director for Service of Students with Special Needs (SSN) and Persons With Disabilities (PWD), Heads/ Coordinators and Guidance Facilitators under the supervision of the Director of Office of Student Affairs and Services and in collaboration with the Deans and

Faculty Members are responsible in the development, conduct and evaluation of program for SSN and PWDs.

#### **ARTICLE IV DEFINITION OF TERMS**

The following terms are defined:

- 1.1 Students with Special Need - It refers to those with exceptionalities. These are students with impairment or disabilities; handicap; and at risk (see definition of terms).
- 1.2 Impairment or Disability - It refers to reduced function or loss of a specific part of the body or organ (Inciong, et al., 2007). Impairments or disabilities include physical and health impairments, visual impairments, hearing impairments, mental retardation, learning disabilities, communication disorders, emotional and behavioral disorders and severe disabilities. Impairment or disability maybe permanent or temporary.
- 1.3 Emotional and Behavioral Disorders - Schizophrenia, autism, conduct disorder, personality disorders (anxiety-withdrawal), inadequacy-immaturity, socialized aggression (subcultural delinquency).
- 1.4 Health Impairments - Include chronic illnesses, that is, they are present over long periods and tend not to get better. Among chronic illnesses are asthma, diabetes, hemophilia, and burns.
- 1.5 Hearing Impairments - Include deaf, prelingual deafness, postlingual deafness, and sensory neural deafness.
- 1.6 Learning Disabilities - Include dyslexia functions disturbance in ability to learn/read), developmental aphasia (loss of speech functions).
- 1.7 Mental Retardation - Include mild mental retardation (IQ scores from 55 to 70), moderate (IQ scores from 40 to 54), severe (IQ scores from 25 to 39), and profound (IQ scores below 25).
- 1.8 Physical Impairments - Include orthopedic impairments (e.i. poliomyelitis, osteomyelitis, bone fracture, muscular dystrophy); and neuro-muscular impairments (e.i. cerebral palsy, Erb's palsy, limb deficiency, congenital crippled- clubfoot, clubhand, polydactylism, syndactylism).
- 1.9 Severe and Multiple Disabilities - It refers to two or more disabilities (e.i. deaf-blind).
- 1.10 Visual Impairments - Include blindness, low vision-poor sight, lazy eye, farsightedness, myopia, astigmatism, albinism, cataracts, glaucoma, muscular degeneration, diabetic retinopathy.
- 1.11 Handicap - It refers to a problem a person with impairment or disability encounters when interacting with people, events and the physical aspects of environment—e.i. a student with low vision cannot read the regular print of textbooks; a student who has physical disability such as crippling condition cannot walk normally and uses a wheelchair, braces or artificial limbs (Inciong, et al., 2007).
- 1.12 At risk - It refers to individuals who have greater chances than other children to develop a disability. The individual is in danger of substantial developmental delay because of medical, biological, or environmental factors. Include cases resulting from extreme poverty, child abuse, absence of adequate shelter and medical care, parental

substance abuse, limited opportunities for nurturance and social stimulation (Inciong, et al., 2007).

- 1.13 Individual Inventory / Analysis Service. It is the collection of extensive information about the individual for proper understanding, decision making, and placement. It is conducted through the distribution, retrieval and filing of student information sheet and student information updating forms; and individual interview.
- 1.14 Information Service - It refers to systematic dissemination of information among students with special needs and PWDs. Includes classroom guidance orientation sessions for the stakeholders: faculty members, employees, administrators, students and parent's distribution of brochures/ newsletters seminars/ lecturettes.
- 1.15 Counseling - It is the personal interaction between a counselor and counselee/s, where the counselor employs methods, approaches or techniques to enhance the counselee's interpersonal and intrapersonal development, career counseling and competencies. Counseling may be conducted individually or in groups. Students avail of the counseling service by routine interview, walk-in or by referrals. Follow-up and issuance of admission slip is also part of counseling service. It is gender sensitive and non-discriminative.
- 1.16 Referral - It refers to seeking help from professionals recognized as knowledgeable and experienced inside and outside the University, to better attend to the needs of the students with special needs and PWDs.
- 1.17 Social Support - It refers to the development of support from fellow students with special needs, students, faculty members, administrators, mental health professionals, parents/guardians, etc. Includes small groups/peer intervention programs/prevention groups.
- 1.18 Consultation - It refers to the mutual sharing and analysis of information with the administration/ management, faculty and parents to facilitate decision making and learning about strategies for helping students with special needs and PWDs.

## **ARTICLE V PROCEDURES**

**Section 1.** Individual Inventory / Analysis Service. It is the collection of extensive information about the individual for proper understanding, decision making, and placement. It is conducted through the distribution, retrieval and filing of student information sheet and student information updating forms; and individual interview.

- 1.1 Secure a list of students with special needs and PWDs at the clinic or the different colleges.
- 1.2 The list of the students with special needs and PWDs are maintained, updated and secured.
- 1.3 The Guidance Head, Coordinator and Facilitators survey, describe and analyze the nature of disabilities/impairments of the special needs students and PWDs through individual interview.
- 1.4 The guidance counselor/facilitator coordinates with the Faculty and Deans to ensure a systematic scheduling of individual interview sessions and informs the students through class visits or through call slips.
- 1.5 Medical certificates/results are requested and collected for reference and confirmation.
- 1.6 Remarks of the session shall be properly logged.
- 1.7 Students shall log in the OGC logbook and answer a Counselor's Evaluation Form for proper recording and evaluation.

**Section 2. Counseling.** It refers to helping process between the counselor and the student with special needs and PWD. The counselor assists the student/s for them to cope up with their personal-social, academic and career development concerns. It could be conducted individually and/or group, and be availed through walk-in and/or referral. It is gender sensitive and non-discriminative.

- 2.1 Students with special needs and PWDs are always welcome to visit their guidance counselors/facilitators at the guidance office for counseling.
- 2.2 Counseling may be conducted individually or by group depending on the nature of the concern/s of the client/s.
- 2.3 Remarks of the session shall be properly logged.
- 2.4 Students shall log in the OGC logbook and answer a Counselor's Evaluation Form for proper recording and evaluation.

**Section 3. Referral.** Faculty, parents, university officials, students and concerned individuals may make referrals to the guidance office. Referrals are advisable to students who need assistance from the counselor/facilitator who have learning difficulties, absenteeism, have difficulty with inter-personal relationships, and manifest observable changes in behavior and the like.

- 3.1 The guidance counselor/facilitator provides faculty members/ class advisers of counseling referral forms which are also available at the dean's office and faculty room.
- 3.2 If the parent/guardian, faculty, student, administrator see a need for counseling, a referral form is accomplished and forwarded to the OGC.
- 3.3 The guidance counselor/facilitator issues a call slip to the concerned student or through the class adviser.
- 3.4 Individual or group counseling is conducted as scheduled.
- 3.5 The guidance counselor/facilitator provides a copy of the counseling form (feedback slip) with counselor's remarks to the parent/guardian, faculty, administrator or student concerned.
- 3.6 Remarks of the session shall be properly logged.
- 3.7 Students shall log in the OGC logbook and answer a Counselor's Evaluation Form for proper recording and evaluation.

**Section 4. Consultation.** It is a process by which sharing and analyzing gathered information with the administration, faculty and parents/guardians to facilitate decision making and think of ways on how to help the student/s better. This is necessary for program development and improvement of services.

- 4.1 Guidance counselor/facilitator informs the concerned administrator, faculty and parent/guardian regarding consultation.
- 4.2 Guidance counselor/facilitator arranges the meeting of the concerned administrator, faculty and parent/guardian and finding their common time of availability.
- 4.3 Consultation shall take place in the OGC or any secure place.
- 4.4 The guidance counselor/facilitator together with the concerned administrator, faculty and parent/guardian discuss the concern/s of the student/s and facilitate decision making and strategies on how to better help the student/s with special needs and PWDs.
- 4.5 Feedback is solicited to the concerned student, faculty and parent/guardian that can serve as a basis for the improvement of services.
- 4.6 Remarks of the session shall be properly logged.

**Section 5. Social Support.** It is the development of support from fellow students with special needs, PWDs, students, faculty members, administrators, mental health professionals,

parents/guardians, etc. Includes small groups/peer intervention programs/prevention groups.

- 5.1 Guidance Head/Coordinators/Guidance facilitator/s and Parents shall work with the students with special needs and PWDs and encourage them to form a support group.
- 5.2 After forming and/or inviting a support group, the guidance head, coordinator and facilitators assist and monitor the group.
- 5.3 The group shall communicate, coordinate and collaborate with the Office of Student Affairs and Services (OSAS), faculty and parents if they want to conduct an activity.
- 5.4 Assistant Director shall review and recommend for approval of the activities of the support group/s and monitor them.
- 5.5 Guidance Head/Coordinators must supervise meetings/sessions of the support groups.

#### **Section 6. Referral for Further Assistance from Outside Agencies/Organization.**

- 6.1 Referral for further assistance from outside agencies/organization occurs when the guidance counselor/facilitator assesses and sees that the case at hand is beyond his/her capacity.
- 6.2 In cases professional help is needed, further assistance is sought in coordination with outside agencies and organizations.
- 6.3 A case conference between the OGC, SSN and PWD personnel can be done to come up with the best appropriate decision regarding the case at hand.
- 6.4 Parents and guardians must be notified in writing.
- 6.5 Faculty, concerned individuals, guidance counselor and members of the administration can initiate the referral process with due notification to the assistant director of OGC. They may assume responsibility of making referrals to outside agencies for further assistance.
- 6.6 Available referral form from outside agencies is filled out by the adviser/ concerned teacher/ parent/ guidance counselor and concerned individuals that observed or felt the need to refer their student/s to outside agencies/ organizations/individuals.
- 6.7 Documents and procedures done for referrals are logged in the guidance log book.

**Section 7. Provision of express lanes for Students with Special Needs (SSN) and Persons with Disability (PWD).** Provision of express lanes for SSN and PWDs in all of the University's facilities must be present and provided; in the absence thereof, priority shall be given to them.

### **ARTICLE VI MANDATORY EVALUATION AND REVIEW**

By the end of each academic year, the University shall conduct a mandatory review of the policy as to the status of its implementation and compliance to existing laws and regulations for possible revisions or amendments.

### **ARTICLE VII EFFECTIVITY**

The policies and procedures of the Services for Students with Special Needs and Persons With Disabilities shall take effect upon the approval of the University Board of Regents and shall be effective unless otherwise repealed or amended.