



Republic of the Philippines

## Department of Education

REGION III- CENTRAL LUZON  
SCHOOLS DIVISION OFFICE - SCIENCE CITY OF MUÑOZ

May 18, 2022

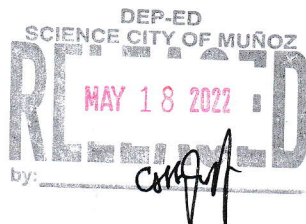
### DIVISION MEMORANDUM

No. 276s. 2022

#### DISSEMINATION OF OUA MEMORANDUM NO. 00-0522-0002 RE: PSYCHOSOCIAL SUPPORT REFERENCES AND MATERIALS FOR THE PROGRESSIVE EXPANSION OF FACE-TO-FACE LEARNING MODALITY

To: Public and Private School Heads and Administrators  
Public and Private Teachers  
School DRRM Coordinators  
All Others Concerned

1. For the information of all concerned, enclosed is OUA MEMORANDUM NO. 00-0522-0002, re: Psychosocial Support References and Materials for the Progressive Expansion of Face-to-Face Learning Modality.
2. The Annex B of the Memorandum will be used as a guide for the monitoring and evaluation in the conduct and facilitation of psychosocial support activities for learners.
3. For more information, all concerned may contact the Disaster Risk Reduction Management (DRRM) Division Coordinator through cellphone no. 0916-4950-559 or email address: [rosan.ariston@deped.gov.ph](mailto:rosan.ariston@deped.gov.ph).
4. Wide dissemination of this Memorandum is hereby enjoined.



*[Signature]*  
**DANTE G. PARUNGAO, CESO V**  
Schools Division Superintendent

//OSDS-DRRM



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Republika ng Pilipinas

# Kagawaran ng Edukasyon

Tanggapan ng Pangalawang Kalihim



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**OJA MEMO 00-0522-0002**

**MEMORANDUM**

02 May 2022

For: **Regional Directors**  
**BARMM Minister of Basic, Higher, and Technical Education**  
**Schools Division Superintendents**  
**Regional and Division DRRM Coordinators**  
**Regional and Division School Health and Nutrition Personnel**  
**Regional and Division Youth Formation Coordinators**  
**Regional and Division Guidance Counselors/Designates**  
**School Heads**

Subject: **PSYCHOSOCIAL SUPPORT REFERENCES AND**  
**MATERIALS FOR THE PROGRESSIVE EXPANSION OF**  
**FACE-TO-FACE LEARNING MODALITY**

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In October 2021, the Department of Education (DepEd) with the Department of Health (DOH) released the Joint Memorandum Circular No. 01, S. 2021 titled *Operational Guidelines on the Implementation of Limited Face-to-Face Learning Modality* which piloted the transition back to face-to-face learning modality. To expand the implementation and signal the progressive expansion of face-to-face learning modality, Joint Memorandum Circular No. 01, S. 2022 titled *Revised Operational Guidelines on the Progressive Expansion of Face-to-Face Learning Modality* was released in April 2022. In accordance with this, schools shall devote the first hour of the first five school days to discussing and facilitating psychosocial support activities. The psychosocial support activities are suggested to be integrated within class activities as needed for at least two weeks or until learners are more adjusted in face-to-face classes and in the school community. These activities shall be facilitated by their respective classroom advisers or designated teachers.

To prepare personnel for the preparation for the face-to-face learning modality, the Disaster Risk Reduction and Management Service developed the *Psychosocial Support Activity Pack: A Teacher's Guide (For Kinder, Grade 1 to 3, and Senior High School)* last year for the pilot schools implementing face-to-face learning modality. The DRRMS facilitated capacity-building activities on Mental Health and Psychosocial Support Services (MHPSS). These include Learning Sessions on Psychological First Aid, the Whole-of-School Approach to Mental Health Programs,

and Psychosocial Support Activity Facilitation.

Accordingly, all schools participating in the implementation of the face-to-face learning modality (which will be referred to in this memo as “participating schools”) are hereby advised to **utilize the references and materials collated and developed by DRRMS in the conduct of MHPSS activities.**

The list of references and materials and their descriptions are provided in Annex A.

Furthermore, information on MHPSS activities for the implementation of the face-to-face learning modality is posted and updated on a dedicated DRRMS MHPSS Facebook Group for the Face-to-Face Learning Modality Implementation. Teaching and non-teaching personnel from participating schools are advised to join the Facebook group through this link: <https://bit.ly/MHPSSpilotF2F>. **All registration questions must be answered before acceptance into the group.**

The conduct and facilitation of psychosocial support activities are subject to the monitoring of DRRMS. Thus, school heads and teachers are directed to comply with the reporting requirements through the Monitoring and Evaluation Guide provided in Annex B.

For further queries or any clarifications, please contact Ms. Amina Aisa Boncales of DRRMS through [drmo+mhpss@deped.gov.ph](mailto:drmo+mhpss@deped.gov.ph).

For immediate and appropriate action.

  
**ATTY. SALVADOR C. MALANA III**

Assistant Secretary

Office-in-Charge

Office of the Undersecretary for Administration



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Republika ng Pilipinas  
**Kagawaran ng Edukasyon**  
Tanggapan ng Pangalawang Kalihim

**OUA MEMO 00-0522-0002**  
**MEMORANDUM**  
29 April 2022

For: **Regional Directors**  
**BARMM Minister of Basic, Higher, and Technical Education**  
**Schools Division Superintendents**  
**Regional and Division DRRM Coordinators**  
**Regional and Division School Health and Nutrition Personnel**  
**Regional and Division Youth Formation Coordinators**  
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To prepare personnel for the preparation for the face-to-face learning modality, the Disaster Risk Reduction and Management Service (DRRMS) developed the *Psychosocial Support Activity Pack: A Teacher's Guide (For Kinder, Grade 1 to 3, and Senior High School)* last year for the pilot schools implementing face-to-face learning modality. The DRRMS facilitated capacity-building activities on Mental Health and Psychosocial Support Services (MHPSS). These include

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The conduct and facilitation of psychosocial support activities are subject to the monitoring and evaluation of DRRMS. Thus, school heads and teachers are directed to comply with the reporting requirements through the Monitoring and Evaluation Guide provided in Annex B.

For further queries or any clarifications, please contact Ms. Amina Aisa Boncales of DRRMS through [drmo+mhpss@deped.gov.ph](mailto:drmo+mhpss@deped.gov.ph)

For immediate and appropriate action.

**ATTY. SALVADOR C. MALANA III**  
Assistant Secretary  
Officer-in-Charge  
Office of the Undersecretary for Administration

## ANNEX A.

### References and Materials for Mental Health and Psychosocial Support for Learners in the Implementation of Face-to-Face Learning Modality

All DRRMS MHPSS materials can be accessed through the link <https://bit.ly/MHPSSPublicResources>.

Within this folder are the MHPSS resources for face-to-face learning modality. For quick access, these materials can be found at the link <https://bit.ly/F2FMHPSSResources>.

It is best to view the videos according to the sequence below. By viewing the videos in that order, participants will gain a holistic understanding of conducting mental health and psychosocial support activities for learners.

Reference / Material	Description	Direct Link
Learning Session on the <i>Whole-of-School Approach to Mental Health Program</i>	A discussion on the comprehensive integration of mental health programs in schools - considering all the stakeholders of the education sector and also including a discussion on caring for carers and providers. Through this discussion, participants will be able to situate the conduct of mental health & psychosocial support activities for face-to-face learning modality in the greater advocacy towards providing holistic mental health for learners.	<a href="https://bit.ly/LSWholeOfSchool">https://bit.ly/LSWholeOfSchool</a>
Recorded Livestream of the <i>Orientation on the Conduct and Facilitation of Psychosocial Support Activities</i>	A discussion which includes a demonstration of conducting psychosocial support activities in the classrooms. It explains the rationale of PSS, its end-to-end conduct in the classroom, as well as answers some Frequently Asked Questions from personnel.	Offline version: <a href="https://bit.ly/PSOrientation2247">https://bit.ly/PSOrientation2247</a>  Online version: <a href="https://fb.watch/cG0eoL1EPM/">https://fb.watch/cG0eoL1EPM/</a>
<i>Psychosocial Support Activity Pack: A Teacher's Guide (For Kinder, Grade 1 to 3, and Senior High School)</i>	A comprehensive teacher's guide for the end-to-end conduct and facilitation of PS activities. Includes rationale of PS, important reminders and notes on the conduct of PS (i.e., setting up space, materials to be used, observing 'red flags', etc.), and	<a href="https://bit.ly/PSAP1">https://bit.ly/PSAP1</a>

	<p>complete activity guides.</p> <p><i>*Please take note that this Psychosocial Support Activity Pack is only for teachers teaching Kinder, Grades 1-3, and Senior High School learners. The version of the Psychosocial Support Activity Pack for teachers of Grades 4-10 learners shall be published after its completion.</i></p>	
<p><i>Psychosocial Support Evaluation Guide</i></p>	<p>A comprehensive psychosocial support evaluation tool and guide for teachers facilitating psychosocial support activities in the classroom. It aims to quickly assess how learners are responding to the psychosocial support activities, and gauge their overall adjustment to the transition to face-to-face learning modality. Learners' responses in the evaluation form can inform teachers which psychosocial aspect to focus on and which activity to facilitate further to support the learners. The implementation of the Psychosocial Support Evaluation Guide must coincide with the implementation of the Psychosocial Support Activity Pack.</p>	<p><a href="https://bit.ly/PSAPEvalGuideAndTool">https://bit.ly/PSAPEvalGuideAndTool</a></p>

## **ANNEX B.**

### **Monitoring and Evaluation Guide in the Conduct and Facilitation of Psychosocial Support Activities for Learners**

School heads and Teachers shall ensure that learners' well-being are prioritized in their transition to face-to-face learning modality through the facilitation of psychosocial support activities in the classrooms.

Accordingly, the School Heads shall monitor the facilitation of activities by the teachers while the teachers shall quickly assess the psychosocial well-being of learners.

The following form, template, and tool shall be used for the monitoring and evaluation of the facilitation of psychosocial support activities:

- 1. *Pagsusuri sa Sikososyal para sa Pagbabalik Eskwela (also known as Psychosocial Support Evaluation).*** This will quickly assess how learners are responding to the activities and gauge their overall adjustment to the transition to face-to-face learning modality through specific items aligned with the Psychosocial Support Activity Pack. It can inform teachers which psychosocial skills to focus on and consistently conduct activities in class. The tool and its guide is provided in Annex C.
  - a. Who will administer: Teachers facilitating the psychosocial support activities
  - b. Who will complete: Learners participating in the psychosocial support activities
  - c. When to administer: Before the facilitation of the first psychosocial support activity and after the facilitation of the last PS activity (i.e., pre- and post-evaluation design).
- 2. *Template for the Psychosocial Support Evaluation.*** This will be the template for encoding and collating the learners' responses in the "*Pagsusuri sa Sikososyal para sa Pagbabalik Eskwela*". The template can be accessed through this link: <https://bit.ly/PSSEvalResTemp>. ***Note that the template can only be accessed with a DepEd email.***
  - a. Who will complete: Teachers who facilitated the PS activities
  - b. When to complete: After complete collection of learners' responses in the "*Pagsusuri sa Sikososyal para sa Pagbabalik Eskwela*"
  - c. Who will collate: School Heads
- 3. *Monitoring Form for the Facilitation of Psychosocial Support Activities.*** After teachers complete the "*Pagsusuri sa Sikososyal para sa Pagbabalik Eskwela*" forms, they shall submit the forms to the school heads for collation. The school heads shall then submit the consolidated data through the



Monitoring Form for the Facilitation of Psychosocial Support Activities, which can be accessed through the link: <https://bit.ly/PSforF2FMonitoring>.

- a. Who will complete: School Heads
- b. When to submit: After complete collection and collation of Templates for the Psychosocial Support Evaluation from the teachers.

The DRRMS shall consolidate and analyze the information gathered from the monitoring form and the evaluation template. Results from the monitoring and evaluation shall be used for the continuous improvement and planning of MHPSS programs in the implementation of the face-to-face learning modality.

## **ANNEX C.**

### **PSYCHOSOCIAL SUPPORT EVALUATION GUIDE**

#### **Introduction**

The transition from distance learning to face-to-face classes presents learners with new stressors and challenges.

Their arrival and return to classrooms may come with an adjustment to the school environment, learning modality, and additional safety protocols, as well as a mix of pleasant and difficult feelings.

Hence, the provision of psychosocial support (PSS) is imperative in protecting the learners' socio-emotional well-being and developing their coping skills for this transition.

Alongside the provision of psychosocial support activities in the classroom, an evaluation tool is provided to assess how learners are responding to these activities and gauge their overall adjustment to the present transition.

The structure of the evaluation tool directly aligns with the skills identified in the Psychosocial Support Activity Packet (PSAP).

In this manner, the learners' responses to specific items can inform teachers, determine which skills to focus on, and repeatedly conduct activities. (A detailed guide on how to interpret responses is also provided per grade level.)

Both the PSAP and the evaluation tool adopt the 'Three Sources of Resilience' model of the Department of Education and the Department of Health.

These three sources include the learner's internal and personal strengths ("I am"), social and interpersonal skills ("I can"), supports, and external resources ("I have").

Moreover, each of the three sources of resilience correspond to key psychosocial skills which are summarized in the table below. These concepts are further defined in the succeeding section.

<b>Sources of Resilience</b>	<b>Psychosocial Well-Being Skill</b>
I AM able to acknowledge and express my feelings.	Emotional safety
	Self-awareness
	Self-expression
	Self-regulation

I HAVE the capacity to regulate my emotions and find solutions to challenges.	Problem-solving
I CAN do my best in school, develop healthy relationships with my peers, and imagine a bright future for myself.	Self-confidence
	Empathy

## Definition of Terms

- A. **Psychosocial Well-being** pertains to an individual's mental, emotional, and social functioning that influences his or her ability to manage the demands of daily life, cope with stressors, and achieve his or her full potential. In the PSAP and evaluation tool, psychosocial well-being encompasses seven (7) key skills:
1. **Emotional Safety** pertains to the feeling of security and freedom from apprehension. In the classroom, this builds trust and creates an environment where self-reflection and self-expression become possible.
  2. **Self-awareness** refers to self-focused attention or knowledge. In psychosocial support, the ability to recognize different emotions felt in a single experience serves as a building block for gaining more complex skills.
  3. **Self-expression** is the process of identifying feelings and sharing these both verbally and non-verbally, in the presence of caring others who are attentive to the learner.
  4. **Self-regulation** is the ability to manage one's emotions. Since the mind and body are interconnected, this skill is key to achieving a sense of equilibrium mentally, physically, and emotionally.
  5. **Problem-solving** refers to the process by which individuals attempt to overcome challenges or move towards a desired goal. For learners, developing this skill can begin with resolving the simple dilemma of choosing whether to use blue or green in coloring or deciding how to complete a task when working with a group. Problem-solving can involve help-seeking behavior or self-reliant behavior in which the learner tries to devise plans independently.
  6. **Self-confidence** pertains to a strong sense of self-esteem, as well as trust in one's abilities. This is essential to experiencing success in school and finding one's way through adversity.
  7. **Empathy** is the ability to feel or understand what another person is feeling or experiencing. In psychosocial support, empathy is demonstrated by adults who show genuine concern for the learner and is facilitated by listening to others' stories.
- B. **Adjustment** is defined by the American Psychological Association as a change in behavior and/or attitude resulting from a recognized need or desire to adapt to particular environmental conditions.

C. **Psychosocial Adjustment to the Face-to-Face Learning Modality** refers to learners' general attitude about returning to face-to-face classes.

This encompasses affect and motivation, as well as perceived physical safety with regard to COVID-19.

The learner's attitude towards going back to school influences their overall psychosocial well-being—and vice versa.

1. **Affect** pertains to the experience of emotion or feeling.

Depending on the learner's developmental level, they may express a single feeling or multiple feelings about the school reopening. As children get older, they become more capable of recognizing mixed emotions and develop a deeper vocabulary for feelings.

2. **Motivation** is a force that gives purpose to behavior. It also directs and sustains behavior.

3. **Self-agency** refers to the individual capability to influence one's functioning and events in the environment through action.

When learners feel that they have self-agency over their physical safety, they experience a sense of control about keeping themselves healthy and free from sickness as they attend school and spend time with people outside their homes.

## **Administration of the Psychosocial Support Evaluation Form**

### ***Schedule of Administration***

The evaluation form shall be administered to learners at two (2) time points (i.e. pre- and post-test) described in the table below.

<b>Administration Time Points</b>	<b>Schedule</b>
<b>Pre-evaluation</b>	Before the facilitation of the 1st psychosocial support activity, within the 1-hour allotted period for psychosocial support.
<b>Post-evaluation</b>	After the facilitation of the last psychosocial support activity, within the 1-hour allotted period for psychosocial support.

According to the JMC No. 01, s.2021, the psychosocial support shall be conducted on the first five (5) days of the face-to-face classes, hence the pre-evaluation should be administered on day 1 of the conduct of the psychosocial support activity. However, psychosocial support activities can be conducted more than five (5) days or up to two (2) weeks or as needed depending on the response of the learners, and the same schedule for pre- and post-evaluation shall still apply - pre-evaluation on the first day of conduct and post-evaluation on the last day of conduct. The important thing to note here is that the

administration of the evaluation form should be strictly right before the facilitation of the activity and right after the last facilitation of the activity.

### ***Form Administration***

#### I. For Kindergarten Teachers

- A. The kindergarten evaluation form is to be completed by the teacher for each learner after observing the learner.
- B. Kindergarten teachers must complete the evaluation tool for each learner in class based on their behavioral observations of the learner.

These observations include the learner's affect and demeanor in the classroom, as well as interactions with peers, teachers and other adults. \

Because the data is gathered through observations, it is necessary to uphold honesty in answering the form for each learner. The teacher should clearly understand the goals, objectives and expectations of the Psychosocial Support Activity Pack.

- C. Consider each statement based on the learner's development rather than comparing learners with older peers.
- D. For items that provide specific examples of behaviors (i.e. items 4 and 9 on the questionnaire), note that the list is NOT exhaustive.

For example, in item 4, the emphasis is on the learner's ability to use words to solve problems rather than resort to counter-productive behaviors.

On the other hand, there are other ways in which children may indicate when they have done something well in item 9.

Apart from actions like clapping or cheering, their facial expressions and verbal exclamations may also be considered.

#### II. For Grades 1 to 3 Teachers

- A. The Grades 1 to 3 evaluation forms should be completed by the learners with assistance and guidance of the teacher as needed.
- B. Before giving out the questionnaires, establish rapport with the class.

Particularly for the pre-evaluation (which is to be administered on the first day of classes), it is important to first welcome the learners warmly.

The teacher may choose to do an icebreaker or introductory activity. This ensures that the learners can engage with the task and respond genuinely.

- C. Distribute the questionnaires.

The teacher actively goes through the questionnaire together with the class, beginning with reading the instructions aloud.

Teachers may dramatize the emoticons to illustrate how happy faces represent agreement (“*Oo*”) while sad faces represent disagreement (“*Hindi*”) in response to the items.

For example, the teacher smiles widely and gives a thumbs up to indicate “*Oo*.”

- D. Invite questions from the class to ensure that learners understand how to respond using the emoticons.
- E. The teacher reads each item aloud so the class can answer at the same pace. Explain the following concepts as indicated when they appear on an item:
  1. **Damdamin** - *Ito ay ang mga nararamdaman natin sa loob ng ating mga sarili na maaaring dulot ng mga sitwasyong ating nararanasan.*
  2. **Suliranin o pagsubok** - *Ito ang mga bagay na mahirap magawa at kinakailangang malutas.*
  3. **Kalakasan** - *Ito ang mga bagay na nagagawa mo nang mabuti o ang iyong mga magagandang katangian.*
  4. **Gana** - *Ito ang nararamdamang sigla o sigasig para sa pagpasok sa eskwela. Pinapakita nito na gusto mong pumasok sa paaralan.*
- F. Allot at least 20 minutes for the class to complete the entire questionnaire.

### III. For Grades 11 and 12 Teachers

- A. The Grades 11 to 12 evaluation forms should be completed by the learners.
- B. Before giving out the questionnaires, the teacher must establish rapport with the class.

Particularly for the pre-evaluation (which is to be administered on the first day of classes), it is important to first welcome the learners warmly. This is to make them engage in the activity and respond genuinely.

- C. Distribute the questionnaires. Then, read the instructions until the portion on the rating scale provided (i.e. 1 = *Lubos na hindi sumasang-ayon*, 2 = *Hindi sumasang-ayon*, and so on). It is important to emphasize here that there are no correct answers. The questionnaire is simply meant to check how the learners are doing.
- D. Invite and address questions or clarifications from the class, if any.
- E. Instruct the learners to answer the questionnaire. Allot at least 15 minutes to complete the task.

## PAGSUSURI SA SIKOSOSYAL PARA SA BALIK ESKWELA *Kindergarten*

Nais masuri buhat sa mga tanong na ito ang pag-uugali at pakikitungo ng mga mag-aaral sa kanilang pagbabalik eskwela. Bago mag-umpisa, unawain ang nakalakip na gabay para sa pag-oberba ng mga mag-aaral.

PANUTO: Ilagay ang katumbas na puntos na naglalarawan kung **gaano kadalas** naipamamalas ng mag-aaral ang kilos o ugali sa bawat pahayag. Magbase sa gabay na ito para sa pagpupuntos:

Dalas	Puntos
Madalas	4
Minsan	3
Bihira	2
Hindi kailanman	1

Pahayag	Dalas	Puntos
1. Sinasabi ang mga nararamdamang damdamin sa guro o ibang nakatatanda. (Halimbawa: Masaya, malungkot, pagod, takot at iba pa.)		
2. Natutukoy ang mga payak na emosyon tulad ng saya, lungkot, galit at takot.		
3. Madaling napapakalma kapag nainis o napikon.		
4. Nasasabi ang mga gusto imbis na mang-agaw o makasakit sa kamag-aral.		
5. Humihingi ng tulong tuwing may pangangailangan.		
6. Nakikilahok sa mga larong pangkatan o sa mga gawain kasama ang ilang kamag-aral.		
7. Nagpapakita ng pag-intindi sa mga kamag-aral na umiiyak o nasasaktan.		
8. Nakikipaglaro sa mga kamag-aral.		
9. Nagpapakita ng galak kapag may nagawang mabuti. (Halimbawa: Pumapalpak, tumitsir at iba pa.)		
10. Nagpapakita ng interes sa pagkilala at pakikisalamuha sa mga bagong kamag-aral, guro at ibang nakatatanda.		
11. Kusang pumapasok sa silid-aralan lalo na sa simula ng araw.		
12. Nagpapakita ng sigla sa buong araw ng pasok.		

## TEACHER'S GUIDE FOR POINTS AND INTERPRETATION

### *Kindergarten*

The first seven items on the questionnaire correspond to the key psychosocial skills outlined and targeted on the Psychosocial Support Activity Pack. These items comprise the learner's **psychosocial well-being**.

The remaining five items, on the other hand, cover the different aspects of their **psychosocial adjustment to the face-to-face learning modality**.

These domains are summarized in the table below. Definitions for each are provided in the Psychosocial Support Evaluation Guide. Please see Annex A.

<b>Psychosocial Well-Being</b>		
<i>Skill</i>	<i>Item</i>	
Emotional safety and self-expression	No. 1	Sinasabi ang mga nararamdamang damdamin sa guro o ibang nakatatanda. (Halimbawa: Masaya, malungkot, pagod,takot at iba pa.)
Self-awareness	No. 2	Natutukoy ang mga payak na emosyon tulad ng saya, lungkot, galit at takot.
Self-regulation	No. 3	Madaling napapakalma kapag nainis o napikon.
Problem-solving (self-reliance)	No. 4	Nasasabi ang mga gusto imbis na mang-agaw o makasakit sa kamag-aral.
Problem-solving (help-seeking)	No. 5	Humihingi ng tulong tuwing may pangangailangan.
Self-confidence	No. 6	Nakikilahok sa mga larong pangkatan o sa mga gawain kasama ang ilang kamag-aral.
Empathy	No. 7	Nagpapakita ng pag-intindi sa mga kamag-aral na umiiyak o nasasaktan.
<b>Psychosocial Adjustment to Face-to-Face Learning Modality</b>		
	<i>Item</i>	
NOTE. Adjustment for learners in kindergarten can be observed through their general affect and demeanor in the classroom as well as their interactions with peers. It is normal to	No. 8	Nakikipaglaro sa mga kamag-aral.
	No. 9	Nagpapakita ng galak kapag may nagawang mabuti. (Halimbawa: Pumapalampak, tumitsir at iba pa.)
	No. 10	Nagpapakita ng interes sa pagkilala at pakikisalamuha sa mga bagong kamag-aral, guro at ibang nakatatanda.



observe clinginess, crying or tantrums as parents or caregivers drop off their children on the first week of classes.	No. 11	Kusang pumapasok sa silid-aralan lalo na sa simula ng araw.
	No. 12	Nagpapakita ng sigla sa buong araw ng pasok.

## Interpretation of Learner Ratings and Recommendations

In general, the higher the rating for an item, the learner is more able to practice the relevant psychosocial skill.

For items 1-7 under Psychosocial Well-Being:

- Review which items have ratings of 1 or 2.

These are the skill areas in which the individual may need further support and practice.

Consider corroborating these observations with information from the child's parents or caregivers.

This will help establish whether the learner is presenting difficulty in the specific skill across settings or exclusively in school.

- For the class, notice the skills in which the learners scored ratings of 2 or lower.

Consider repeating or facilitating additional psychosocial support activities under these skills, even after the first week of classes.

- For example, for learners who have a rating of 2 or lower on item 3, the teacher will incorporate more psychosocial support activities for self-regulation (e.g. Let's Use Our Voices, Body Mirror, Tense and Relax, etc.) during classes on the second week of school.
- Similarly, for young learners, the teacher can regularly check in on the class' energy levels.

When the students lack energy, facilitating energizers from the PSAP (e.g. Sagul-sagul, Tao Po, etc.) may be helpful.

Alternatively, breathing exercises, playing slow music and having 'quiet time,' wherein children simply lie down on the floor, may aid the class in calming down.

Mindfully conducting such transitional activities demonstrates for the students various ways to manage their emotions and levels of alertness.

For items 8-12 under Psychosocial Adjustment to Face-to-Face Learning Modality:

- Pay attention to the items in which learners have ratings of 2 or lower. Low scores for these items may indicate that the learners are still adjusting to the classroom setting, new teachers, peers and school reopening in general.

- Consider corroborating these observations with information from the child's parents or caregivers as well.

This will help establish whether the child is experiencing difficulty only at school or across multiple settings.

- Focus on establishing rapport with the learners during the first week of classes.
  - Listen to the learners as they express how they feel about returning to school or attending school for the first time. Validate their feelings (e.g. "*I understand that it's hard to be away from Mama and Papa for the day.*") and allow the children to warm up slowly.

Being comfortable playing with classmates again may likewise take time.

- For learners who are returning to school, explain the changes they are encountering, such as the new safety measures.

Reassure them that the changes help keep everyone safe and healthy.

- Build consistent routines for the school day.

Have a simple schedule of the day's activities posted in the classroom and from time to time.

Verbalize to the learners where the class is at and what to expect next.

- Young children tend to mirror emotional cues from adults.

The teacher's sense of calm and safety is just as important as the learners, so take time to prepare for the school day.

The teacher should have his/her own routines which include self-care activities that help him/her unwind, relax and recharge.

## PAGSUSURI SA SIKOSOSYAL PARA SA BALIK ESKWELA Grades 1 to 3

Nais malaman buhat sa mga tanong na ito ang iyong mga iniisip at nararamdaman sa pagbabalik eskwela at sa iba't-ibang *psychosocial support activities* na inyong ginawa para sa pagbabalik eskwela. Tandaan na walang tama o maling sagot. Para sa bawat pahayag, isipin kung ito ay *totoo para sa iyo*. **Kulayan ang mukha** na tumutukoy sa iyong sagot.



1. Kapag gusto kong ibahagi ang aking mga damdamin, mayroon akong mga guro at kamag-aral na makikinig.					
2. Natutukoy ko ang aking mga nararamdaman tulad ng saya, lungkot, pagod at iba pa.					
3. Naibabahagi ko ang aking nararamdaman sa aking mga kamag-aral, kaibigan, guro, magulang o tagapangalaga.					
4. Kaya kong pakalmahin ang aking sarili o pagaanin ang aking pakiramdam kapag ako'y takot, galit o malungkot.					
5. Kapag nahihirapan ako sa pag-aaral, humihingi ako ng tulong sa aking mga kamag-aral o guro.					
6. Kapag mayroon akong suliranin o pagsubok, tumutukoy ako ng mga paraan para lutasin ito.					
7. Naipapakita ko ang aking mga kalakasan at kakayahan sa paaralan.					
8. Natutukoy ko ang mga damdamin ng aking mga kamag-aral.					
9. Masaya akong makabalik sa <i>face-to-face</i> na klase.					
10. May gana akong pumasok muli sa paaralan.					
11. Nakatutulong sa aking pag-aaral ang <i>face-to-face</i> na klase.					
12. Napapanatiling ligtas mula sa COVID-19 ang mga mag-aaral sa aming paaralan sa pamamagitan ng mga ginagawang pag-iingat.					

13. Naproprotektahan ko ang aking sarili mula sa pagkakasakit.



## TEACHER'S GUIDE FOR SCORING AND INTERPRETATION

### Grades 1 to 3

The first eight items on the questionnaire correspond to the key psychosocial skills outlined and targeted on the Psychosocial Support Activity Pack. These items comprise the learner's **psychosocial well-being**.

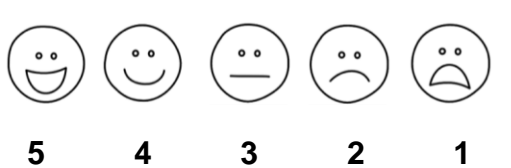
The remaining five items, on the other hand, cover the different aspects of their **psychosocial adjustment to the face-to-face learning modality**.

These skills and domains are summarized in the table below. Definitions for each are provided in the Psychosocial Support Evaluation Guide. Please see Annex A.

<b>Psychosocial Well-Being</b>		
<i>Skill</i>	<i>Item</i>	
Emotional safety	1	Kapag gusto kong ibahagi ang aking mga damdamin, mayroon akong mga guro at kamag-aral na makikinig.
Self-awareness	2	Natutukoy ko ang aking mga nararamdaman tulad ng saya, lungkot, pagod at iba pa.
Self-expression	3	Naibabahagi ko ang aking nararamdaman sa aking mga kamag-aral, kaibigan, guro, magulang o tagapangalaga.
Self-regulation	4	Kaya kong pakalmahin ang aking sarili o pagaanin ang aking pakiramdam kapag ako'y takot, galit at malungkot.
Problem-solving (help-seeking)	5	Kapag nahihirapan ako sa pag-aaral, humihingi ako ng tulong sa aking mga kamag-aral o guro.
Problem-solving (self-reliance)	6	Kapag mayroon akong suliranin o pagsubok, tumutukoy ako ng mga paraan para lutasin ito.
Self-confidence	7	Naipapakita ko ang aking mga kalakasan at kakayahan sa paaralan.
Empathy	8	Natutukoy ko ang mga damdamin ng aking mga kamag-aral.
<b>Psychosocial Adjustment to Face-to-Face Learning Modality</b>		
<i>Domain</i>	<i>Item</i>	
Affect	9	Masaya akong makabalik sa <i>face-to-face</i> na klase.
Motivation	10	May gana akong pumasok muli sa paaralan.

Perception of face-to-face modality vis-à-vis academic learning	11	Nakatutulong sa aking pag-aaral ang <i>face-to-face</i> na klase.
Perceived physical safety	12	Napapanatiling ligtas mula sa COVID-19 ang mga mag-aaral sa aming paaralan sa pamamagitan ng mga ginagawang pag-iingat.
Self-agency towards physical safety	13	Naprotektahan ko ang aking sarili mula sa pagkakasakit.

Use the following scoring guide to convert the learner's responses to ratings:



On the questionnaire, indicate the corresponding rating for each item.

### Interpretation of Learner Ratings and Recommendations

In general, the higher the rating that the learner gives for an item, the better they recognize themselves as possessing the relevant psychosocial skill.

For items 1-8 under Psychosocial Well-being:

- Consider the items to which the learner responds with ratings of 1 or 2. These are the skill areas in which the individual may need further support and practice.
- For the class, notice the skills in which learners tend to respond with ratings of 3 or lower.
- Consider repeating or facilitating additional psychosocial support activities under these skills, even after the first week of classes.
  - For example, for learners in a class gave item 4 on self-regulation a rating of 3 or lower, the teacher will then incorporate more psychosocial support activities for this skill (e.g. Let's Use Our Voices, Body Mirror, Tense and Relax, etc.) during periods between classes on the second week of classes.
  - Similarly, for young learners, the teacher can concentrate on the class' energy levels throughout the day.

When the students lack energy, facilitating energizers from the PSAP (e.g. Sagul-sagul, Tao Po, etc.) may be helpful. Alternatively, breathing exercises and slow songs aid the class in calming down.

Mindfully conducting such transitional activities demonstrates for the students various ways to manage their emotions and levels of alertness.

For items 9-13 under Psychosocial Adjustment to Face-to-Face Learning Modality:

- Pay attention to the items in which learners respond with ratings of 3 or lower. The following recommendations are endorsed for low ratings in each of the domains:
  - Affect (item 9), motivation (item 10) and perception of face-to-face modality vis-à-vis academic learning (item 11) - Low ratings for these items may indicate some doubts, hesitations or difficult feelings about face-to-face classes.

Approach such an attitude towards school reopening with curiosity.

Try to understand the learners' perceptions about the following:

- How did they feel about distance learning? What was it like learning from home?
- Who helped them study and accomplish modules at home? What was a typical day like?
- What did they like about the distance learning? What did they not like about it?

Learners can answer these prompts by drawing their experiences and allowing them to talk about their artwork.

For learners who can write, they may add captions to their drawings.

Gathering this information may provide perspective about how the different learning modalities affect the learners.

It provides an opportunity to integrate and continue helpful practices that the learners were able to gain during distance learning.

- Perceived physical safety (item 12) and self-agency (item 13) - Have a class discussion on effective COVID-19 preventive measures.

Allow the learners to brainstorm on any other safety measures that they can practice within the classroom.

Through a poster, the class can create a set of guidelines or reminders to be posted in their classroom.

This activity highlights the learners' sense of control over their own physical safety.

## PAGSUSURI SA SIKOSOSYAL PARA SA BALIK ESKWELA Grades 11 to 12

Nais malaman buhat sa mga tanong na ito ang iyong mga pananaw at damdamin sa pagbabalik eskwela at sa iba't-ibang *psychosocial support activities* na inyong ginawa para sa pagbabalik eskwela. Tandaan na walang tama o maling sagot.

Para sa bawat pahayag, **bilugan ang rating** na tumutukoy sa iyong pagsang-ayon. Gamitin ang gabay na ito sa pagtugon:

1 = Lubos na hindi sumasang-ayon

2 = Hindi sumasang-ayon

3 = Walang kinikilingan

4 = Sumasang-ayon

5 = Lubos na sumasang-ayon

1. Kapag gusto kong ibahagi ang aking mga damdamin, mayroon akong mga guro at kamag-aral na pinagkakatiwalaan.	1	2	3	4	5
2. Kinikilala ko ang iba't ibang damdaming aking nadarama tulad ng saya, lungkot, takot, at galit.	1	2	3	4	5
3. Naibabahagi ko ang aking nararamdaman sa aking mga kamag-aral, kaibigan, guro, magulang o tagapangalaga nang walang alinlangan.	1	2	3	4	5
4. Napapakalma ko ang aking sarili kapag ako'y nakararanas ng dismaya at sama ng loob.	1	2	3	4	5
5. Kapag nahihirapan ako sa pag-aaral, humihingi ako ng tulong sa aking mga kamag-aral o guro.	1	2	3	4	5
6. Kapag may hinaharap akong suliranin o pagsubok, tumutukoy ako ng mga paraan para lutasin ito.	1	2	3	4	5
7. Naipapakita ko ang aking mga kalakasan at kakayahan sa paaralan.	1	2	3	4	5
8. Inuunawa ko ang damdamin ng aking mga kamag-aral.	1	2	3	4	5
9. Masaya akong makabalik sa <i>face-to-face</i> na klase.	1	2	3	4	5
10. May gana akong pumasok muli sa paaralan.	1	2	3	4	5
11. Nakaiinam sa aking pag-aaral ang <i>face-to-face</i> na klase.	1	2	3	4	5
12. Napapanatiling ligtas mula sa COVID-19 ang aming paaralan sa pamamagitan ng mga ginagawang pag-iingat.	1	2	3	4	5
13. Napropektahan ko ang aking sarili mula sa	1	2	3	4	5

pagkakasakit.

## TEACHER'S GUIDE FOR SCORING AND INTERPRETATION

### Grades 11 to 12

The first eight items on the questionnaire correspond to the key psychosocial skills outlined and targeted on the Psychosocial Support Activity Pack. These items comprise the learner's **psychosocial well-being**. The remaining five items, on the other hand, cover the different aspects of their **psychosocial adjustment to the face-to-face learning modality**.

These skills and domains are summarized in the table below. Definitions for each are provided in the Psychosocial Support Evaluation Guide. Please see Annex A.

Psychosocial Well-Being		
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Self-regulation	4	Kaya kong pakalmahin ang aking sarili o pagaanin ang aking pakiramdam kapag ako'y nakararanas ng sama ng loob.
Problem-solving (help-seeking)	5	Kapag nahihirapan ako sa pag-aaral, humihingi ako ng tulong sa aking mga kamag-aral o guro.
Problem-solving (self-reliant)	6	Kapag may hinaharap akong suliranin o pagsubok, tumutukoy ako ng mga paraan para lutasin ito.
Self-confidence	7	Naipapakita ko ang aking mga kalakasan at kakayahan sa paaralan.
Empathy	8	Inuunawa ko ang damdamin ng aking mga kamag-aral.
Psychosocial Adjustment to Face-to-Face Learning Modality		
<i>Domain</i>	<i>Item</i>	
Affect	9	Masaya akong makabalik sa <i>face-to-face</i> na klase.
Motivation	10	May gana akong pumasok muli sa paaralan.
Perception of face-to-face modality vis-à-vis	11	Nakakabuti sa aking pag-aaral ang <i>face-to-face</i> na klase.



academic learning		
Perceived physical safety	12	Napapanatiling ligtas mula sa COVID-19 ang mga mag-aaral sa aming paaralan sa pamamagitan ng mga ginagawang pag-iingat.
Self-agency towards physical safety	13	Naprotektahan ko ang aking sarili mula sa pagkakasakit.

### Interpretation of Learner Ratings and Recommendations

In general, the higher the rating that the learner gives for an item, then the better they recognize themselves as possessing the relevant psychosocial skill.

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- Consider the items to which the learner responds with ratings of 1 or 2. These are the skill areas in which the individual may need further support and practice.
- For the class, notice the skills in which learners tend to respond with ratings of 3 or lower.

Consider repeating or facilitating additional psychosocial support activities under these skills, even after the first week of classes.

- For example, for learners who gave item 4 on self-regulation a rating of 3 or lower, the teacher will incorporate more psychosocial support activities for this skill (e.g. Body Mirror, Tense and Relax, etc.) during periods between classes on the second week of school.

The teacher will also continue to facilitate breathing exercises whenever the class gets too rowdy, or when they need to focus on a long task.

For items 9-13 under Psychosocial Adjustment to Face-to-Face Learning Modality:

- Similarly, pay attention to the items in which learners respond with ratings of 3 or lower.

The following recommendations are endorsed for low ratings in each of the domains:

- Affect (item 9), motivation (item 10) and perception of face-to-face modality vis-à-vis academic learning (item 11) - Low ratings for these items may indicate some doubts, hesitations or difficult feelings about face-to-face classes.

Approach such an attitude with curiosity.

Try to understand the learners' perceptions, either through class discussion or a free writing activity about the following:

- How did they feel about distance learning? What was it like learning remotely?
- What did they like about the distance learning? What did they not like about it?
- How did distance learning help in the last school year? How did it not help?

Who helped them make the transition to studying from home?

- How do they feel about face-to-face classes? How is their experience so far?
- Gathering these pieces of information may provide perspective about how the different learning modalities affect the learners.

It provides an opportunity to integrate and continue helpful practices that the learners gained from distance learning.

- Perceived physical safety (item 12) and self-agency (item 13) - Have a class discussion on effective COVID-19 preventive measures.

Allow the learners to brainstorm on any other safety measures that they can practice within the classroom.

Through a poster, the class can create a set of guidelines or reminders unique to their classroom.

This activity highlights the learners' sense of control over their own physical safety.