



School

Manuel A Roxas Elementary School

Innovation Name

MARES CARES

Explain your innovation briefly

MARES CARES was conceived in response to the growing number of learners with special needs in the school. This is due to the inclusion program initiated by the Department of Education (DepEd). While this program allows these learners to be integrated into mainstream classrooms, many teachers find themselves unprepared to effectively support and engage students with diverse needs. These learners often exhibit unique forms of intelligence that, if nurtured with appropriate teaching strategies, can flourish.

Problem Statement – What problem does the innovation seek to address

MARES CARES aims to develop the unique intelligence of learners with special Educational needs into profitable gains and equip teachers with the necessary skills and strategies to create a more inclusive and supportive learning environment.

How does the project demonstrate a clear understanding of the needs of your school community?

MARES CARES, aims to enhance the educational landscape for learners with special needs by addressing critical needs in both teacher training and student support. This initiative emphasizes the importance of equipping educators with the necessary skills and resources to effectively teach learners who require specialized attention. MARES CARES recognize that the 32 learners come from marginalized families, thus highlights the significance of improving nutrition, ensuring that students are not only intellectually nourished but also physically supported. Through these efforts, MARES CARES aims to create a more equitable educational experience for all students.

What makes the project unique, different, and worthy of emulation?

MARES CARES, stands out as a transformative initiative aimed at improving the capabilities of teachers in addressing the diverse needs of learners with special educational requirements. The project target to transform unique intelligence of learners with special need education into profitable skills for them to use in the future. Furthermore, develop mechanism so these learners will not be bullied instead really mainstream in school activities.

What are your key challenges and how do you plan to overcome them?

. One major issue is the lack of adequate materials necessary for teaching SNED, which affects the quality of education they receive. Additionally, teachers are not train to handle SNED. To address these challenges, schools plan to do online and onsite campaign for the provision of essential teaching materials and partner with institution that may assist the school to make learning environment conducive to all types of learners. Teachers will attend seminars and have benchmarking to enhance their capability to handle the Special needs Education. Learners with special need education often times are bullied, so school need to innovate mechanism to protect these learners and further enhance their unique skills and gain respect from their peers.

What resources would you need? How would you source them?

MARES CARES has made significant strides in enhancing educational outcomes by focusing on three critical areas: training teachers to effectively handle Special Needs Education (SNED), provide essential teaching materials. Additionally, the provision of activities that enhances the learning experience, ensuring that all students have access to the resources they require for academic success. . The successful achievement of these goals underscores the importance of partnerships with agencies that share similar objectives, as collaboration is key to addressing the multifaceted challenges faced by students and their families.



**Name of Presenter:**  
**TEODORA B. BOTIS**



# The Problem

1. MARES CARES aims to address the needs of the 8 assessed learners with special needs education and seek funds for the mental assessment of 25 suspected SNED.
2. Teachers are not trained to accommodate learners with special needs education.







MARES CARES focuses on assessing and supporting learners with special needs, many of whom come from marginalized families and face challenges such as undernourishment. These learners often possess unique talents that may not be immediately recognized due to their circumstances. Teachers involved in the project observe remarkable skills in areas like art, sports, and music, suggesting that these children have the potential to excel in specific domains. By providing targeted support and resources, MARES CARES aims to nurture these inherent abilities, paving the way for these learners to hone their skills and discover their passions.

# Stakeholders Pain Points

## LEARNER

*yearly increase of SNED number*  
*Bullying incident in school*  
*( SNED)*

## TEACHER

“lack of training to cater the learners with special need Education”

## PARENTS

*incapability to fund mental assessment and therapy of SNED children*

## BARANGAY OFFICIAL

*Lack of resources to support Teachers and SNED needs*



# The Solution

**Mental assessment of five learners with severe cases was charged to regular MOOE while the 3 was finance by donors. Teachers provided additional activities during Saturdays with the support of school partners. The remaining 25 are being referred to possible partners for mental assessment.**



# A Differentiated Approach



Teachers Capability building  
in handling SNED  
Benchmarking of teachers  
to SPED centers



Profiling of 33  
learners  
Gathering data



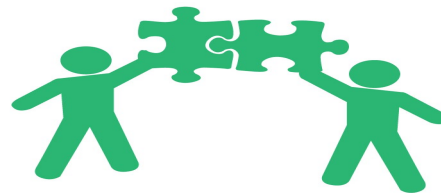
Mental and physical  
assessment with  
parent consent and  
commitment support



Setting of plans  
Setting of monitoring  
and evaluation  
activities



Presentation of  
objectives and target  
to partners , MOA  
signing



Individualize teaching  
Therapy of learners  
Provision of life skills,  
improvement of SNED  
unique talents



Kumustahan with  
parents  
evaluation and reporting  
to partners/stakeholders



Teachers' innovative  
techniques in handling  
SNED  
Learners acquired life  
Skills

# Challenges



1. Handling learners with special Need Education.

2. Insufficient teaching materials to address the need of SNED

3. Funds for Mental assessment of 25 suspected SNED , quarterly therapy of the 8 assessed learners



# Needed Resources



1. Funds for the 25 suspected SNED for mental assessment and therapy expenses for the 8 assessed learners

source: donation, school MOOE

2. Technology and skills to handle SNED

Source: partners

3. Materials for the implementation of inclusive education

Source: donation, part of MOOE



**MARES CARES is a comprehensive initiative that underscores the significance of monitoring each child's progress through a collaborative effort involving the Division school nurse, the adviser, and the school head.**

**This program adopts a holistic approach by conducting monthly assessments that utilize a specialized checklist to evaluate improvements across various developmental areas. The results of these assessments are shared with parents, teachers through “kumustahan” activities.**

**Such evaluations facilitate constructive feedback and recommendations for continuous improvement, ultimately enriching the educational experience for all children involved.**





**There are 33 enrolled learners manifesting symptoms of Special Need Education. 8 of them have result of mental assessment while the rest needs to undergo mental assessment.** 30, 2024

**34 Teachers of MARES (Manuel A. Roxas Elementary School) are not train to handle learners with special Need Education.**

**In a class of 30, there are 3-4 SNED mainstreamed where they sometimes experience bullying.**

**Proper teaching materials for these learners are insufficient . Presence of minimal manipulated materials are given to SNED during classes especially when they are no longer behaving.**

**Critical Visual Narrative**