



Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS
SCHOOLS DIVISION OF AKLAN

January 22, 2020

DIVISION MEMORANDUM

No. 22, s. 2020

SUBMISSION OF MULTI-FACTORED ASSESSMENT TOOL (MFAT) RESULT

To: **Chief Education Supervisors**
Education Program Supervisors
Public Schools District Supervisors
Heads of Public Elementary and Integrated Schools

1. Pursuant to DepEd Order No. 29, s. 2018 entitled "Policy on the Implementation of Multi-Factored Assessment Tool," Grade One teachers are expected to administer this tool to Grade One pupils who exhibit developmental advancement or delays or with manifestations of learning disability.
2. In order to plan for possible interventions, Grade One teachers are required to submit the MFAT Result using the **MFAT Form D**. A sample accomplished form is found in Enclosure No. 1.
3. The District Kindergarten Coordinators shall gather the **MFAT Form D** of the schools in the district and consolidate the result using the **MFAT Form E** which is found in Enclosure No. 2.
4. The **MFAT Form E** shall be submitted to the Division Office as basis in monitoring and in extending Technical Assistance. The said report shall be submitted on or before January 31, 2020, Attention: Dr. Kyzil D. Lipar, EPS In-Charge of Special Education.
5. The **MFAT Form C** or MFAT Tool which was prepared per child must be kept in the custody of the Grade One teachers. It shall contain the interventions to be implemented by the teachers. Suggested interventions are found in Enclosure No. 3 for reference.
6. Immediate and wide dissemination of this Memorandum is earnestly desired.

FOR THE SCHOOLS DIVISION SUPERINTENDENT:

JOSE NIROL R. NILLASCA
Education Program Supervisor
OIC, Office of the Asst. Schools Division Superintendent
In-Charge of the Division *JNL*

Reference: DepEd Order No. 29, s. 2018
Enclosure/s: As stated
Allotment: 1 – (R.O. s. 1994)
To be indicated in the Perpetual Index
under the following subjects:

ASSESSMENT

ELEMENTARY

SPECIAL EDUCATION

KDI./cdb



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MFAT Form D – Sample Individual MFAT Result

Name of Pupil: _____ School: _____

COMMUNICA-TION			COGNITIVE			DAILY LIVING SKILLS			SOCIO-EMOTIONAL BEHAVIOR			MOTOR SKILLS (Fine/Gross)		
Item No.	Yes	No	Item No.	Yes	No	Item No.	Yes	No	Item No.	Yes	No	Item No.	Yes	No
1	/		26		/	51	/		76	/		101	/	
2	/		27		/	52	/		77		/	102	/	
3	/		28		/	53	/		78		/	103	/	
4	/		29		/	54		/	79		/	104	/	
5	/		30		/	55		/	80		/	105	/	
6	/		31		/	56		/	81	/		106	/	
7	/		32		/	57		/	82	/		107		/
8		/	33		/	58		/	83	/		108		/
9		/	34	/		59		/	84		/	109	/	
10		/	35		/	60		/	85		/	110	/	
11		/	36		/	61	/		86		/	111	/	
12		/	37		/	62	/		87		/	112	/	
13	/		38	/		63	/		88		/	113	/	
14	/		39	/		64		/	89		/	114		/
15	/		40	/		65		/	90	/		115	/	
16		/	41	/		66		/	91	/		116	/	
17		/	42	/		67		/	92	/		117	/	
18	/		43		/	68		/	93	/		118	/	
19	/		44		/	69		/	94	/		119	/	
20	/		45		/	70	/		95	/		120	/	
21	/		46		/	71		/	96	/		121		/
22	/		47		/	72		/	97		/	122		/
23	/		48		/	73		/	98		/	123		/
24	/		49		/	74		/	99		/	124		/
25	/		50		/	75		/	100		/	125		/
Total	18	7		6	19		7	18		14	11		17	8

Prepared by:

Noted:

Signature over Printed Name
Grade I Teacher

Signature over Printed Name
School Head



MFAT Form E – District Consolidated MFAT Result

District: _____

School	Assessor	No. of Pupils Assessed		
		M	F	T

Prepared by:

Noted:

Signature over Printed Name
District Kindergarten Coordinator

Signature over Printed Name
Public Schools District Supervisor



SUGGESTED INTERVENTIONS

Note: When listing interventions in MFAT Form C, Grade I teachers may choose from the suggested interventions listed below that they consider effective in developing the skills. More interventions are found in the presentations used during the Training on Inclusive Education (SPED).

Item Number/ Difficulty	Suggested Interventions
Difficulty in Hearing Item Numbers 1-4, 15	<ul style="list-style-type: none"> ➤ Administer hearing tests to further check the sense of hearing such as: Ball pen Click Test, banging the door, Whisper Test, Clap Test and Name Calling. ➤ Use of visual supplements (overheads, chalkboard, charts, vocabulary lists, lecture outlines). ➤ Create buddy system for note taking. ➤ Provide extra practice/explanations/directions. ➤ Provide extra time to process information and complete assignments. ➤ Give step-by-step directions. ➤ Employ specialized seating arrangements. ➤ Obtain student's attention prior to speaking. ➤ Reduce visual/auditory distractions. ➤ Enhance speech reading conditions (avoid hands in front of face, mustaches well-trimmed, no gum chewing). ➤ Present information in simple structured and sequential manner. ➤ Clearly enunciate speech. ➤ Repeat or rephrase information when necessary. ➤ Frequently check for understanding. ➤ Modify written assignments (shorten length, adjust evaluation criteria). ➤ Provide supplemental materials to reinforce concepts. ➤ Let the child sit six feet from the teacher.
Item Numbers 5 to 11, 12, 14, 16, 32, 33, 34 to 46	<ul style="list-style-type: none"> ➤ Conduct one-on-one instruction with the child when the learning competencies are taken up in class. ➤ Conduct remediation activity when the learning competencies are not mastered yet. ➤ Extend time, frequent breaks and unlimited time. ➤ Simplify of written directions for key words and ideas. ➤ Present small amount of work. ➤ Provide colored strips or bookmarks to follow along while reading. ➤ Use/manipulate varied instructional aids. ➤ Display work samples. ➤ Use flexible work times. ➤ Repeat/simplify/restate directions, then check to see if learners understand. ➤ Use step-by-step instruction (oral and written). ➤ Conduct daily review. ➤ Use graph paper to help line up numbers and problems. ➤ Use objects such as blocks or base ten sticks to teach math ideas. ➤ Check often to see if the learner understands the work. ➤ Make use of concrete materials and visual representation (objects, pictures, sketches, diagrams) to support verbal explanations. ➤ Provide direct assistance to individual learners.
Item Number 17	<ul style="list-style-type: none"> ➤ Provide opportunities for children to recite nursery rhymes before the start of class or during transition from one subject to the next.
Item Numbers 27-31	<ul style="list-style-type: none"> ➤ Give activities on sorting and matching.
44	<ul style="list-style-type: none"> ➤ Provide puzzles to be played by the child with other children during free time.



50	➤ Provide books in the classroom and observe if the child has interest in browsing them.
Item Numbers 51-75	➤ Coordinate with the parents in developing the Daily Living Skills at home and to be followed up in school.
Item Numbers 76-100	➤ Provide activities to develop and monitor the social skills of the child
Item Numbers 101-111	➤ Provide activities to develop and monitor the development of fine motor skills.
Item Numbers 112-125	➤ Provide activities to develop and monitor the development of gross motor skills.
Observation Checklist	
Difficulty in Seeing Item Numbers V-1, V-7, V-20, V-24 and V-41 V-1 Does the learner hold the materials too close to his/her eyes? V-7 Does the learner use his/her fingers to maintain place of words/letters/lines while reading? V-20 Does the learner rub eyes in an effort to see better? V-24 Does the learner blink continuously? V-41 Does the learner squint, cover or close his/her eyes while performing a given task?	➤ Refer the child to the school nurse to administer vision tests to further check the sense of seeing. ➤ Give descriptive verbal instructions to direct the learners inside and outside the classroom. ➤ Allow sighted guide (classmate on rotation) for orientation and mobility. ➤ Give clear, concise and specific directions when giving lectures. ➤ Encourage peer support to help them in their academic activities. ➤ Encourage "buddy" system during recess/lunch break. ➤ Allow them to rest and give them ample time to recover from visual stress and fatigue. ➤ Use tactile materials to present lesson. ➤ Allow them to record the lesson if needed using audio recorder. For Low Vision ➤ Observe color contrast. ➤ Read or dictate aloud the test questions. ➤ Allow extended time when taking examinations. ➤ Provide large print version of the texts. ➤ Allow the learner to use symbols to answer questionnaire. ➤ Use of magnification and illumination devices. ➤ Make use of a thicker and darker pen to provide better contrast. ➤ Maintain a well-ventilated classroom.
Difficulty Remembering/Recalling/Concentrating Item Numbers Cg-5, Cg-26, Cg-21, B-2	➤ Give simplified instructions which are within the level of the learner. ➤ Provide flexible time/schedule in doing projects/assignments. ➤ Multi-sensory activities should be provided for the learners to remember concepts learned. ➤ Use visuals/pictures and mnemonics for improving or strengthening memory. ➤ Brainstorm and offer better choices in doing activities/ tasks. ➤ Use chants or songs to recall or review academic concepts in different core subjects.
Difficulty in Communication -difficulty articulating in expressing his/her thoughts (B-30) -repeat, omit or adds words when she/he answers (Cg-10)	➤ Model good speech production in the classroom. ➤ Make every little activity an opportunity for language activity (even in grocery, playtime, meal time etc.)
Difficulty in Performing Adaptive Skills -Difficulty staying on his/her seat (B-4) -Short attention span (B-16) -Easily distracted with materials for the activity (B-15)	➤ Let the learner sit near the teacher for easy monitoring but away from the windows and doors. ➤ Clearly label in pictures or written words the areas or things to make it easy for learners to access materials. ➤ Incorporate a great deal of multisensory techniques and developmentally appropriate activities. ➤ Use materials that are fun and engaging like using colorful activity sheets. ➤ Provide activities that allow for some physical movements (indoor and outdoor activities). ➤ Pair or seat the child near a student role model.



<p>-Easily get frustrated when s/he has difficulty performing tasks (B-22)</p>	<ul style="list-style-type: none"> ➤ Make eye contact with the learner. ➤ Make signal cues to get the learner engaged and focused on task. ➤ Provide worksheets with fewer questions and problems.
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