



Republic of the Philippines

## Department of Education

REGION III- CENTRAL LUZON

SCHOOLS DIVISION OFFICE - SCIENCE CITY OF MUÑOZ

August 22, 2022

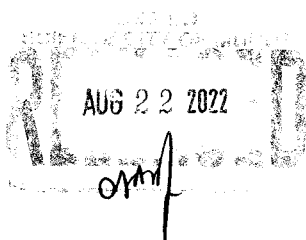
### DIVISION MEMORANDUM

No. 440 s. 2022

#### DISSEMINATION OF THE PSYCHOSOCIAL SUPPORT ACTIVITY PACK (ALL LEVELS): A TEACHER'S GUIDE AND PSYCHOSOCIAL EVALUATION

To: Education Program Supervisors  
All Public Elementary and Secondary School Head  
All Public-School Elementary and Secondary Teachers  
All Others Concerned

1. In reference to DRRMS Memorandum No. DRRMS-08-20-2022-0002 entitled *Dissemination of the psychosocial support activity pack (all levels): a teacher's guide and psychosocial evaluation*, this Office reiterates the conduct and facilitation of psychosocial support to learners for the first week of the opening of classes.
2. The assessment will be administered and completed twice (pre and post evaluation) and should be collected and collated by the teachers through the link [https://bit.ly/PSE\\_ResponseTemp](https://bit.ly/PSE_ResponseTemp).
3. The School Heads should submit the consolidated report to the DRRMS through the link [https://bit.ly/PSS\\_ReportingForm](https://bit.ly/PSS_ReportingForm).
4. The conduct and facilitation can be accessed through the link <https://fb.watch/f0sGXXyA66> for Kindergarten to Grade 6 and <https://bit.ly/fb.watch/f0sKm40jkr> for Grade 7 to 12.
5. The reference materials can be accessed through the link <https://bit.ly/F2FMHPSSResources>.
6. For information, guidance, and compliance.



**DANTE G. PARUNGAO, CESO V**  
Schools Division Superintendent

//OSDS-DRRM



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Certificate No. 50500731 QM15



## MEMORANDUM

No: DRRMS-08-20-2022-0002

**FOR :** REGIONAL DIRECTORS  
BARMM MINISTER OF BASIC, HIGHER AND TECHNICAL  
EDUCATION  
SCHOOLS DIVISION SUPERINTENDENTS  
REGIONAL AND DIVISION DRRM COORDINATORS  
SCHOOL HEADS  
ALL OTHERS CONCERNED

**FROM :**   
RONILDA R. CO  
Director IV, Disaster Risk Reduction and Management Service

**SUBJECT :** DISSEMINATION OF THE PSYCHOSOCIAL SUPPORT  
ACTIVITY PACK (ALL LEVELS): A TEACHER'S GUIDE AND  
PSYCHOSOCIAL EVALUATION

**DATE :** 17 AUGUST 2022

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Psychosocial support activities are imperative in promoting, protecting, and prioritizing the learners' socio-emotional well-being as they transition back to in-person classes. Accordingly, per DepEd Order (DO) No. 34, s. 2022 titled *School Calendar and Activities for the School Year 2022-2023*, psychosocial support activities must be conducted during the first week of School Year (SY) 2022-2023, beginning on August 22, 2022. Classroom advisers or designated teachers shall facilitate these activities for at least one (1) hour for one (1) week or until the learners are well-adjusted in the school community.

With this, the Disaster Risk Reduction and Management Service (DRRMS) and MAGIS Creative Spaces Inc., developed the **Psychosocial Support Activity Pack (All Levels): A Teacher's Guide** to aid teaching personnel in the conduct of psychosocial support activities for learners in in-person learning modality. Enclosed is the **Psychosocial Support Activity Pack (All Levels): A Teacher's Guide** for use and reference.

In addition, to check the psychosocial status of learners according to the conduct of psychosocial support activities and adequately address their psychosocial needs, the **Psychosocial Evaluation** was developed for use with the activity pack. The Psychosocial Evaluation Guide is also enclosed while the Guidelines for Monitoring and Evaluation are provided in Annex A.

The video on learning sessions for teachers on the conduct and facilitation of psychosocial support activities for Kindergarten to Grade 6 is available here:



REPUBLIC OF THE PHILIPPINES  
**DEPARTMENT OF EDUCATION**  
**DISASTER RISK REDUCTION AND MANAGEMENT SERVICE**  
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<https://fb.watch/f0sGXXyA66/>, while the video for Grade 7 to 12 is available here: <https://fb.watch/f0sKm4OjkR/>. All references related to the conduct, facilitation, and monitoring and evaluation of the psychosocial support activities for the in-person learning modality can be found here: <https://bit.ly/F2FMHPSSResources>.

For more information, questions, or concerns, please contact Ms. Amina Aisa Boncales or Ms. Leandra Yu of the DRRMS through email [drmo+mhpss@deped.gov.ph](mailto:drmo+mhpss@deped.gov.ph).

For immediate dissemination and action.



## **ANNEX A. Guidelines for Monitoring and Evaluation of Psychosocial Support Activities for the In-Person Classes**

The Psychosocial Evaluation Guide will quickly assess how learners respond to the activities and gauge their overall adjustment to the transition to In-Person Classes through specific items aligned with the *Psychosocial Support Activity Pack*. It can inform teachers which psychosocial skills to focus on and consistently conduct classroom activities. More information regarding the Psychosocial Evaluation is enclosed in this memo.

- a. To be administered by teachers or class advisers who were trained and/or oriented on conducting and facilitating psychosocial support activities for learners.
- b. To be completed by learners participating in in-person classes.
- c. To be administered and completed before the facilitation of the first psychosocial support activity and after the facilitation of the last psychosocial support activity (pre- and post-evaluation design).
- d. To be collected by teachers and then collated through this response template: [https://bit.ly/PSE\\_ResponseTemp](https://bit.ly/PSE_ResponseTemp). The collated responses shall be submitted to the School Heads
- e. To be submitted by and through School Heads to DRRMS through this reporting link: [https://bit.ly/PSS\\_ReportingForm](https://bit.ly/PSS_ReportingForm).

# PSYCHOSOCIAL EVALUATION GUIDE

## Introduction

The adjustment back into in-person classes after an experience of a disaster and/or emergency presents learners with new stressors and challenges. Going back to in-person classes may come with difficulties in adjusting to the school environment or learning modality as well as additional safety and protection protocols while dealing with the complex thoughts and emotions brought by the experience of both the disaster and/or emergencies and transition back to in-person classes. With this, the provision of psychosocial support to learners will be important in protecting the learners' socioemotional well-being and developing their coping skills for this challenge. Psychosocial support involves activities and interventions that meet the psychological and social needs of individuals, families, and communities. These are usually provided in times of crisis to help manage normal distress and prevent mental health concerns as well as reduce the risk of vulnerability while strengthening protective factors.

Through the Psychosocial Support Activity Pack: A Teacher's Guide (All Levels), psychosocial support activities will be facilitated and conducted in the classrooms in line with the transition back to the in-person learning modality. With this, the evaluation tool will aim to help teachers determine which psychosocial concepts to focus on and reinforce through repeated conduct as well as who among the learners might need further psychosocial support. Specifically, the tool will help 1) assess how learners are responding to psychosocial support activities and 2) gauge their overall psychosocial status or adjustment in the transition back to the in-person learning modality.

The evaluation tool has 12 items that directly align with the psychosocial concepts identified in the Psychosocial Support Activity Pack as well as factors relating to the adjustment of learners to in-person learning modality. Specifically, the first 7 items on the questionnaire assess the key psychosocial concepts in this guide and correspond to learners' psychosocial well-being while the remaining 5 items cover aspects of psychosocial adjustment as well as perceived physical safety in the context of disasters and/or emergencies. The definitions of the concepts being tapped by the whole evaluation tool as well as each item are provided below.

- 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:
  - a. **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.
  - b. **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.

- c. **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.
  - d. **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.
  - e. **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.
  - f. **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.
  - g. **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 In-person Learning Modality** refers to learners' general attitude about returning to in-person 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.
- a. **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.
  - b. **Motivation** is a force that gives purpose to behavior. It also directs and sustains behavior.
  - c. **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. Please keep in mind that the administration of the evaluation form should be strictly right before the first facilitation of the activity and right after the last facilitation of the activity with a five (5) up to two (2) weeks gap depending on the length of time needed to support the learners' psychosocial needs.

<b>Administration Time Points</b>	<b>Schedule</b>
<b>Pre-evaluation</b>	Before the facilitation of the first 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.

### Form Administration

#### I. For Kindergarten Teachers

- A. The kindergarten evaluation form is to be completed by the teacher for each learner.
- B. Kindergarten teachers must complete the evaluation form for each learner based on their behavioral observations of the learners' psychosocial abilities. Accordingly, the evaluation form for kindergarten shall aim to guide teachers on their observations. Teachers are expected to uphold honesty, credibility, and validity in answering the form for each learner. With this, the teacher should clearly understand the purpose, objectives, and expectations of conducting and facilitating the psychosocial support activities.
- C. In the evaluation form, consider each statement based on the learner's developmental stage rather than their comparison with older peers.
- D. For items that provide specific examples of behaviors (i.e. items 4 and 9), note that the example is not exhaustive. Specifically, in item 4, the emphasis is on the learner's ability to use words to solve problems rather than resort to counter-productive behaviors. In item 9, there are other ways on how children express themselves when they have done something well in class.

#### II. For Grades 1 to 6 Teachers

- A. The Grades 1 to 6 evaluation form should be completed by the learners with the assistance and guidance of their teachers.
- 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 in-person classes). The teacher may choose to do an icebreaker or introductory activity. It

is important to first welcome the learners warmly to assure them that the incoming evaluation activity is not meant to judge their academic abilities or performance in class but rather to check in on their psychosocial status after a time away from school or from an in-person learning modality. This also ensures that the learners can engage with the task and respond genuinely.

- C. Once the forms are distributed, the teacher should then begin to read the instructions aloud and clearly. The teacher shall go through the form together with the class. Teachers may dramatize the emoticons to illustrate how happy faces represent agreement (“Oo”) while sad faces represent disagreement (“*Hindi*”) to the form’s statements. For example, the teacher may smile widely and give a thumbs up to indicate “Oo.”
- D. Invite questions from the class to ensure that learners understand how to respond to each item using the emoticons.
- E. As the teacher reads each item aloud to the class, explain the following concepts as they appear on the items:
  - 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 paggawa ng mga bagay-bagay gaya ng pagpasok sa skwela.*
- F. Allot at least 20 minutes for the class to complete the entire form.

### III. For Grades 7 and 12 Teachers

- A. The Grades 7 to 12 evaluation forms should be completed by the learners with the assistance of their teachers 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 in-person classes). The teacher may choose to do an icebreaker or introductory activity. It is important to first welcome the learners warmly to assure them that the incoming evaluation activity is not meant to judge their academic abilities or performance in class but rather to check in on their psychosocial status after a time away from school or from an in-person learning modality. This also ensures that the learners can engage with the task and respond genuinely.
- C. Once the forms are distributed, the teacher should read the instructions aloud and clearly. It is important to emphasize that there are no right or wrong answers and the form is simply meant to check how the learners are doing.
- D. Invite and address questions or clarifications from the class.
- E. Allot at least 15 minutes for the class to complete the entire form.



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

Nais masuri mula 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 sa Psychosocial Support Activity Pack (para sa pag-obserba ng mga mag-aaral.

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 nararamdaman at iniisip (hal. masaya, malungkot, pagod, takot at iba pa) sa guro o ibang nakatatanda.		
2. Natutukoy ang mga payak na emosyon tulad ng saya, lungkot, galit at takot.		
3. Napapakalma kapag hindi maganda ang nararamdaman (hal. galit, naiinis, napipikon, at iba pa).		
4. Nasasabi ang mga gusto imbis na mang-agaw o makasakit ng kamag-aral.		
5. Humihingi ng tulong tuwing may pangangailangan.		
6. Nakikilahok sa mga gawaing pangkatan o sa mga gawain kasama ang mga kamag-aral.		
7. Nagpapakita ng pag-intindi o malasakit sa mga kamag-aral na umiiyak o nasasaktan.		
8. Nakikipaglaro sa mga kamag-aral.		
9. Nagpapakita ng galak kapag may nagagawang mabuti klase.		
10. Nagpapakita ng interes sa pagkilala at pakikisalamuha sa mga kamag-aral, guro at ibang nakatatanda.		
11. Kusang pumapasok sa silid-aralan lalo na sa simula ng araw.		
12. Nagpapakita ng sigla sa klase o sa pagpasok sa skwelahan.		

## TEACHER'S GUIDE FOR SCORING AND INTERPRETATION (*Kindergarten*)

### Concepts and Items

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 in-person learning modality**.

These domains are summarized in the table below. Definitions for each are provided in the Introduction.

Psychosocial Concept	Item No.	Item
Emotional safety and self-expression	1	Sinasabi ang mga nararamdaman at iniisip (hal. masaya, malungkot, pagod, takot at iba pa) sa guro o ibang nakatatanda.
Self-awareness	2	Natutukoy ang mga payak na emosyon tulad ng saya, lungkot, galit at takot.
Self-regulation	3	Napapakalma kapag hindi maganda ang nararamdaman (hal. galit, naiinis, napipikon, at iba pa).
Problem-solving (self-reliance)	4	Nasasabi ang mga gusto imbis na mang-agaw o makasakit ng kamag-aral.
Problem-solving (help-seeking)	5	Humihingi ng tulong tuwing may pangangailangan.
Self-confidence	6	Nakikilahok sa mga gawaing pangkatan o sa mga gawain kasama ang mga kamag-aral.
Empathy	7	Nagpapakita ng pag-intindi o malasakit sa mga kamag-aral na umiiyak o nasasaktan.
Psychosocial Adjustment to In-person Learning Modality  NOTE. Adjustment for learners in kindergarten can be observed through their general affect and demeanor in the classroom as well as	8	Nakikipaglaro sa mga kamag-aral.
	9	Nagpapakita ng galak kapag may nagagawang mabuti klase.
	10	Nagpapakita ng interes sa pagkilala at pakikisalamuha sa mga kamag-aral, guro at ibang nakatatanda.

their interactions with peers. It is normal to observe clinginess, crying or tantrums as parents or caregivers drop off their children on the first week of classes.	11	Kusang pumapasok sa silid-aralan lalo na sa simula ng araw.
	12	Nagpapakita ng sigla sa klase o sa pagpasok sa skwelahan.

### **Learners' Rating, Interpretation, and Recommendations**

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

For items 1-7 under Psychosocial Well-Being:

- For each learner, review which items have ratings of 1 or 2. These are the skills in which the learner may need further support. Consider corroborating these observations with information from the learner's parents or caregivers. This will help establish whether the learner is presenting difficulty in the specific skill across settings or exclusively in school. Work with the learner's parents or caregivers in supporting the learner psychosocially.
- For the class, take the average rating for each item or skill. Then, take note of the skills with an average rating of 2 or 1. Consider repeating or facilitating additional psychosocial support activities under these skills, even after the second 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 during classes on the second week of school.
  - Similarly, teachers 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 In-Person Learning Modality:

- Pay attention to the items in which learners have ratings of 1 or 2. Low scores for this set of items may indicate that the learners are still adjusting to the classroom setting, new teachers, peers, and school reopening in general. Same with psychosocial well-being, consider corroborating these observations with information from the child's parents or caregivers to help establish whether the child is experiencing difficulty only at school or across multiple settings. Accordingly, work with the learner's parents or caregivers in supporting the learner psychosocially.
- Focus on establishing rapport with the learners during the first week of classes.

- Talk to learners and listen attentively 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.
- Explain the changes they are encountering, such as new safety measures and/or protocols. Reassure them that the changes help keep everyone protected, 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 ( *Grade1 to 6* )

Nais malaman ng iyong guro kung kumusta ang iyong mga iniisip o nararamdaman sa pagbabalik sa klase sa pamamagitan ng mga pahayag sa ibaba. Tandaan na walang tama o maling sagot.

Para sa bawat pahayag, isipin kung gaano ka ka-sumasang-ayon dito. **Kulayan ang mukha na tumutukoy sa lebel ng iyong pagsang-ayon.**



Lubos na sumasang-ayon



Sumasang-ayon



Walang kinikilingan









Hindi sumasang-ayon



Lubos na hindi sumasang-ayon

<p>1. May mga guro at kamag-aral akong handang makinig kapag gusto kong sabihin o ibahagi ang aking mga iniisip o nararamdaman.</p>	
<p>2. Natutukoy ko ang aking mga nararamdaman tulad ng saya, lungkot, galit, pagod at iba pa.</p>	
<p>3. Nagsasabi o nagbabahagi ako ng aking mga iniisip o nararamdaman sa aking mga kamag-aral, kaibigan, guro, magulang o tagapangalaga.</p>	
<p>4. Pinapakalma ko ang aking sarili kapag ako'y takot, galit, o malungkot.</p>	
<p>5. Humihingi ako ng tulong sa aking mga kamag-aral, o guro, o kaibigan, o pamilya kapag nahihirapan ako sa pag-aaral.</p>	
<p>6. Nag-iisip ako ng mga paraan para lutasin ang mga problema o pagsubok na aking kinahaharap.</p>	
<p>7. Naipapakita ko ang aking mga kalakasan at kakayahan sa paaralan.</p>	

<p>8. Natutukoy ko ang mga nararamdaman o pinagdadaanan ng aking mga kamag-aral o ng iba.</p>	
<p>9. Masaya akong makabalik sa <i>in-person</i> na klase.</p>	
<p>10. May gana akong pumasok muli sa paaralan.</p>	
<p>11. Nakatutulong sa aking pag-aaral ang <i>in-person</i> na klase.</p>	
<p>12. Napapanatili kaming ligtas mula sa epekto ng mga hindi inaasahang pangyayari, gaya ngsakuna, sa pamamagitan ng mga ginagawang paghahanda at pag-iingat ng aming paaralan.</p>	
<p>13. Pinoprotektahan ko ang aking sarili mula sa pagkakasakit o nag-iingat mula sa mga hindi inaasahang pangyayari.</p>	

## TEACHER'S GUIDE FOR SCORING AND INTERPRETATION (*Grades 1 to 6*)

### Concepts and Items

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 in-person learning modality**.

These domains are summarized in the table below. Definitions for each are provided in the Introduction.

<b>Psychosocial Well-being</b>	<b>Item No.</b>	<b>Item</b>
Emotional safety	1	May mga guro at kamag-aral akong handang makinig kapag gusto kong sabihin o ibahagi ang aking mga iniisip o nararamdaman.
Self-awareness	2	Natutukoy ko ang aking mga nararamdaman tulad ng saya, lungkot, galit, pagod at iba pa.
Self-expression	3	Nagsasabi o nagbabahagi ako ang aking mga iniisip o nararamdaman sa aking mga kamag-aral, kaibigan, guro, magulang o tagapangalaga.
Self-regulation	4	Pinapakalma ko ang aking sarili kapag ako'y takot, galit, o malungkot.
Problem-solving (help-seeking)	5	Humihingi ako ng tulong sa aking mga kamag-aral, o guro, o kaibigan, o o pamilya kapag nahihirapan ako sa pag-aaral.
Problem-solving (self-reliance)	6	Nag-iisip ako ng mga paraan para lutasin ang mga problema o pagsubok na aking kinahaharap.
Self-confidence	7	Naipapakita ko ang aking mga kalakasan at kakayahan sa paaralan.
Empathy	8	Natutukoy ko ang mga nararamdaman o pinagdadaanan ng aking mga kamag-aral o ng iba.
<b>Psychosocial Adjustment</b>	<b>Item No.</b>	<b>Item</b>

Affect	9	Masaya akong makabalik sa in-person na klase.
Motivation	10	May gana akong pumasok muli sa paaralan.
Perception of in-person learning modality	11	Nakatutulong sa aking pag-aaral ang in-person na klase.
Perceived physical safety	12	Napapanatili kaming ligtas mula sa epekto ng mga hindi inaasahang pangyayari, gaya ngsakuna, sa pamamagitan ng mga ginagawang paghahanda at pag-iingat ng aming paaralan.
Self-agency towards physical safety	13	Pinoprotektahan ko ang aking sarili mula sa pagkakasakit o sa mga epekto ng mga hindi inaasahang pangyayari.

### Learners' Rating, Interpretation, and Recommendations

Use the following scoring guide to convert the learner's responses to ratings. Indicate the corresponding rating for each item.

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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In general, the higher the rating that the learner gives for an item, the better they recognize themselves to be possessing the relevant psychosocial skill.

For items 1-8 under Psychosocial Well-being:

- For each learner, note the items to which the learner responds with 1 or 2. These are the areas in which the learner may need further support. Accordingly, you may work with the learner's parent or caregiver to support the learner psychosocially.
- For the class, take the average rating for each item or skill. Then, take note of the skills with an average rating of 2 or 1. Consider repeating or facilitating additional psychosocial support activities under these skills, even after the second week of classes.
  - For instance, for a class that gave an average rating of 3 or lower to self-regulation, the teacher can then incorporate more psychosocial support activities for this skill during periods between classes even after the second week of classes.
  - Similarly, for younger 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:

- 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 in-person modality vis-à-vis academic learning (item 11): Low ratings for these items may indicate some doubts, hesitations or difficult feelings about in-person 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 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 on 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 their idea of safety and protection within the class. Allow the learners to brainstorm on any other activities or 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 can highlight the learners' sense of control over their own physical safety.

## PAGSUSURI SA SIKOSOSYAL PARA SA BALIK ESKWELA (Grades 7 to 12)

Nais malaman ng iyong guro kung kumusta ang iyong mga iniisip o nararamdaman sa pagbabalik sa klase sa pamamagitan ng mga pahayag sa ibaba. Tandaan na walang tama o maling sagot.

Sa bawat pahayag, isipin kung gaano ka ka-sumasang-ayon dito. **Lagyan ng tsek (✓) ang numerong tumutukoy sa lebel ng iyong pagsang-ayon.**

<b>Pahayag</b>	<b>1</b> Labis na hindi sumasang-ayon	<b>2</b> Hindi sumasang-ayon	<b>3</b> Walang kinikilingan	<b>4</b> Sumasang-ayon	<b>5</b> Labis na sumasang-ayon
1. Mayroon akong mga mapagkakatiwalaang kamag-aral at guro na bukas upang lapitan at sabihan tungkol sa ang aking mga iniisip at nararamdaman.					
2. Kinikilala at naiintindihan ko ang aking iba't-ibang mga naiisip at nararamdaman, kasama na ang mga pinagmumulan o sanhi nito.					
3. Binabahagi ko ang aking mga iniisip at nararamdaman sa aking mga kamag-aral, guro, kaibigan, mga magulang o tagapangalaga nang walang alinlangan.					
4. Pinapagaan ko ang aking pakiramdam at pinapakalma ko ang aking sarili kapag ako'y maraming inaalala o nakararamdam ng sama ng loob.					
5. Humihingi ako ng tulong sa aking mga kamag-aral o guro kapag nahihirapan ako sa pag-aaral.					
6. Naghahanap ako ng mga paraan para lutasin ang mga problema o sulirinanin kapag ako'y nahihirapan.					
7. Naipapamalas ko ang aking mga kalakasan at kakayahan sa paaralan.					

8. Inuunawa ko ang mga pinagdadaanan ng aking mga kamag-aral o kapwa.					
9. Masaya akong makabalik sa <i>in-person</i> na klase.					
10. May gana akong pumasok sa paaralan.					
11. Mainam sa aking pag-aaral ang <i>in-person</i> na klase.					
12. Napapanatili kaming ligtas mula sa epekto ng mga hindi inaasahang pangyayari, gaya ngsakuna, sa pamamagitan ng mga ginagawang paghahanda at pag-iingat ng aming paaralan.					
13. Pinoprotektahan ko ang aking sarili mula sa pagkakasakit o epekto ng mga hindi inaasahang pangyayari gaya ng mga sakuna.					

## TEACHER'S GUIDE FOR SCORING AND INTERPRETATION (*Grades 7 to 12*)

### Concepts and Items

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 in-person learning modality**.

These domains are summarized in the table below. Definitions for each are provided in the Introduction.

<b>Psychosocial Well-being</b>	<b>Item No.</b>	<b>Item</b>
Emotional safety	1	Mayroon akong mga mapagkakatiwalaang kamag-aral at guro na bukas upang lapitan at sabihan tungkol sa ang aking mga iniisip at nararamdaman.
Self-awareness	2	Kinikilala at naiintindihan ko ang aking iba't-ibang mga naiisip at nararamdaman, kasama na ang mga pinagmumulan o sanhi nito.
Self-expression	3	Binabahagi ko ang aking mga iniisip at nararamdaman sa aking mga kamag-aral, guro, kaibigan, mga magulang o tagapangalaga nang walang alinlangan.
Self-regulation	4	Pinapagaan ko ang aking pakiramdam at pinapakalma ko ang aking sarili kapag ako'y maraming inaalala o nakararamdam ng sama ng loob.
Problem-solving (help-seeking)	5	Humihingi ako ng tulong sa aking mga kamag-aral o guro kapag nahihirapan ako sa pag-aaral.
Problem-solving (self-reliant)	6	Naghahanap ako ng mga paraan para lutasin ang mga problema o sulirinanin kapag ako'y nahihirapan.
Self-confidence	7	Naipapamalas ko ang aking mga kalakasan at kakayahan sa paaralan.
Empathy	8	Inuunawa ko ang mga pinagdadaanan ng aking mga kamag-aral o kapwa.
<b>Psychosocial Adjustment</b>	<b>Item No.</b>	<b>Item</b>

Affect	9	Masaya akong makabalik sa in-person na klase.
Motivation	10	May gana akong pumasok muli sa paaralan.
Perception of in-person	11	Mainam sa aking pag-aaral ang in-person na klase.
Perceived physical safety	12	Napapanatili kaming ligtas mula sa epekto ng mga hindi inaasahang pangyayari, gaya ngsakuna, sa pamamagitan ng mga ginagawang paghahanda at pag-iingat ng aming paaralan.
Self-agency towards physical safety	13	Pinoprotektahan ko ang aking sarili mula sa pagkakasakit o epekto ng mga hindi inaasahang pangyayari gaya ng mga sakuna.

### 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.

For items 1-8 under Psychosocial Well-being:

- For each learner, note the items to which the learner responds with 1 or 2. These are the areas in which the learner may need further support. Accordingly, you may work with the learner's parent or caregiver to support the learner psychosocially.
- For the class, take the average rating for each item or skill. Then, take note of the skills with an average rating of 2 or 1. Consider repeating or facilitating additional psychosocial support activities under these skills, even after the second week of classes.
- For instance, for a class that gave an average rating of 3 or lower to self-regulation, the teacher can then incorporate more psychosocial support activities for this skill during periods between classes even after the second week of classes. 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 in-person 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 skills:
  - Affect (item 9), motivation (item 10) and perception of in-person modality vis-à-vis academic learning (item 11): Low ratings for these items may indicate some doubts, hesitations or difficult feelings about in-person 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 in-person 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 their idea of safety and protection within the class. 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.