

#	Step	Description
1	Inquiry	<p>Inquiries regarding our programs are received via these channels:</p> <ol style="list-style-type: none"> Candent's official email address candentlearninghaus8@gmail.com Facebook page https://www.facebook.com/candentlearninghaus Viber and SMS 0917-538-7033 Landline 8825-8757 <p>Doctors' and schools' referral letters are also considered inquiries.</p> <p>Candent collects information such as name of student, name of the guardian, contact information, and the purpose of the inquiry or referral.</p>
2	Inquiry Evaluation	<p>The Candent Administration evaluates the inquiry and provides needed information to the inquirer. At this step, they will be invited for an initial interview to be conducted by our Program Director.</p> <p>A parent questionnaire will be provided once an appointment is made to gather data on the basics of the student's case.</p>
3	Initial Interview with Parents or Guardians	<p>Our Program Director conducts an interview with the parents and guardians of the student. Developmental, educational, and intervention histories will be discussed as well as the context of the referral. The Program Director then provides program recommendations to the family at this level.</p>
4	Confirmation and Registration	<p>The student's family must confirm which program(s) they are interested to enroll in.</p> <p>Billing information, registration form, and Center policies will be furnished at this point to the enrollees. Although not required, they will also be requested to provide us with any intervention or skill records for reference such as psychoeducational report, education or transition plan, doctor's or interventionist's referral letter, etc.</p>
5	Initial Activities	<p>The initial activities differ from each program.</p> <p><i>For LIFE Assist:</i> A formal or informal baseline skills assessment is conducted to identify the present level of the student in either literacy, numeracy, or general academic skills. Rapport-building is also done at this point to get to know the student better and to prepare them for the program.</p>

		<p><i>For LIFE Skills and Work LIFE:</i> Students' parents and guardians will accomplish a set of assessment forms which shall be the bases for the individualized education or transition plan of the students. Family aspirations, student skill level, and areas of strengths and interests are identified at this point in order to come up with a holistic plan for the student.</p> <p><i>For Home LIFE:</i> Parents and guardians shall attend Modules 1 to 3 of this program to familiarize themselves with its background and general purpose; the child in the home setting is also discussed at this point to better understand the importance of having a structured home life; and some strategies for implementation are also taught to the home learning partners.</p> <p><i>For Special Courses:</i> Orientation and necessary preparations are done during the first sessions of each special course.</p> <p><i>(as a separate component) ITP or IEP Workshop:</i> Individualized Education Plan (IEP) or Individualized Transition Plan (ITP) workshop is conducted with parents and guardians to provide them with necessary knowledge on its importance to learners with diverse needs' life and learning journey. Families will then be guided to develop a plan by accomplishing different data-gathering tools and use these to establish goals and structure a holistic program for the student. The final document shall then be implemented by different members of the IEP or ITP team.</p>
6	Program Implementation Proper and Follow-up Sessions	This level is the program proper which consists of classes with the learners as well as feedbacking meetings with parents and the intervention team.

