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Republic of the Philippines
Department of Environment and Natural Resources
Regional Office No. IV-A (CALABARZON)

MEMORANDUM

FOR : The Regional Executive Director
MIMAROPA Region

FROM : The Regional Executive Director

SUBJECT : REQUEST FOR THE RENEWAL OF THE
REASSIGNMENT OF CARTOGRAPHER I KAREN L.
ESTRELLADO FROM DENR REGION IV-A
(CALABARZON) TO DENR MIMAROPA REGION

DATE : December 1, 2023



This concerns the Letter-request dated October 10, 2023, for the reassignment of Cartographer I Karen L. Estrellado from DENR Region IV-A (CALABARZON) to DENR MIMAROPA Region.

On October 23, 2023, the DENR Region IV-A responded to Ms. Estrellado request, stating that the issuance of Reassignment Order is then prohibited until November 29, 2023. Further, the DENR Region IV-A (CALABARZON) as the *mother* unit is not allowed to recall her from present post. Thus, the condition of the reassignment is then considered status quo. Meanwhile, we have pledged that we will immediately process her request for the reassignment once the ban on transfer is lifted.

According to Ms. Estrellado, her 11-year-old daughter was diagnosed with Autism Spectrum Disorder (ASD). Her care and attention is needed as her daughter needs to attend therapy sessions and special education near their residence in Quezon City, which is also close to the Office of the DENR MIMAROPA Region. In addition, she finds difficulty in budgeting her meager salary for travelling expenses and managing time in assisting her daughter during therapy sessions. As such, she highly appreciates the renewal of her reassignment request in DENR MIMAROPA Region.

In this regard, we are seeking for your comments on the said request of Ms. Estrellado.

For information and consideration.

NILO B. TAMORIA, CESO III

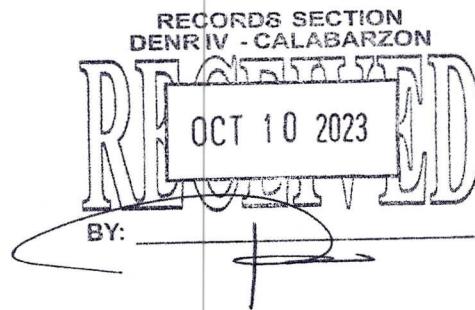
DENR IV-A (CALABARZON) Compound, Mayapa Main Road (along SLEX),
Barangay Mayapa, Calamba City, Laguna

Trunkline No. (049) 540- DENR (3367); Mobile Nos. 0956 182 5774 / 0919 874 4369;
E-mail address: r4a@denr.gov.ph

October 10, 2023

NILO B. TAMORIA, CESO III
Regional Executive Director
DENR CALABARZON
DENR Compound Mayapa Main Road
Brgy. Mayapa, Calamba City, Laguna

ATTN: **ENGR. EDGAR S. BARRACA**
Chief, Surveys and Mapping Division



Dear Sir,

This is to respectfully request for the reassignment particularly in the DENR MIMAROPA Regional Office, DENR by the Bay Building, 1515 Roxas Blvd., Ermita Manila. The reason of this request is due to my 11-year old daughter's present medical condition. She was diagnosed with **Autism Spectrum Disorder (ASD)** which really needed my full attention and care. Her therapy sessions as well as her special education are currently held in Manila and in our residence in Quezon City, which is also close to the Office of DENR MIMAROPA in Manila. (Attached are her medical records for reference and perusal.)

Likewise, aside from the expenses needed to support my daughter, the traveling expenses, distance and time of travel from Quezon City to Laguna is really a burden on my part considering my schedule and meager salary. Hence, the approval of this request will be highly appreciated as it will not only motivate me on continuing the delivery of public service, but will surely help my family.

Thank you very much for your understanding and consideration.

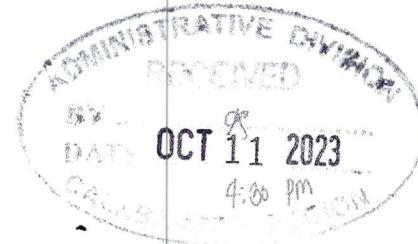
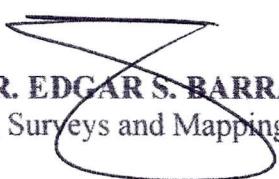


Very truly yours,

Karen L. Estrellado
KAREEN L. ESTRELLADO
Cartographer I

Noted by:

ENGR. EDGAR S. BARRACA
Chief, Surveys and Mapping Division





Republic of the Philippines
DEPARTMENT OF ENVIRONMENT AND NATURAL RESOURCES
Visayas Avenue, Diliman, Quezon City
Tel. No. 929-66-26

NOV 10 2022

SPECIAL ORDER
No. 2022- 776

SUBJECT: REASSIGNMENT OF CARTOGRAPHER I KAREEN L. ESTRELLADO FROM THE RECORDS MANAGEMENT DIVISION, ADMINISTRATIVE SERVICE, DENR CENTRAL OFFICE TO THE REGIONAL OFFICE, DENR REGION IVB

In the interest of the service, Cartographer I Karen L. Estrellado is hereby reassigned from the Records Management Division, Administrative Service, DENR Central Office to the Regional Office, DENR Region IVB.

As such, she shall clear herself from all work, property, and financial responsibilities in her present place of assignment before reporting to the Regional Office, DENR Region IVB. She shall inform the undersigned in writing, through the Human Resource Development Service, of her compliance with this Order for record purposes.

This Order shall take effect immediately and shall remain in force for one (1) year, unless earlier revoked/superseded.

ATTY. ERNESTO D. ADOBO, JR., CESO I
Undersecretary
Legal, Administration, Human Resources,
and Legislative Affairs



DEVELOPMENTAL AND BEHAVIORAL EVALUATION

NAME OF PATIENT: Elisha Estrellado
ADDRESS: Quezon City
CONTACT NUMBER: 09397323237
HOSPITAL NUMBER: Teleconsult

DATE OF CONSULT: Mar 15, 2022
DATE OF BIRTH: Aug 14, 2012
AGE: 9 years 7 months old
GENDER: Female

INFORMANT: Carene

RELATIONSHIP: mother

RELIABILITY: good

REASON FOR REFERRAL: behavioral concern (tiptoe walking, tantrums)

BACKGROUND INFORMATION:

Eli is a 9.7 year old female, known case of Autism Spectrum Disorder since she was 4 years old who will be seen for the first time through teleconsultation at NCH due to behavioral concerns (tiptoe walking).

Concerns about Eli's behavior started when she was 4 years old. She was noticed to be walking around, pacing, non-purposefully. She could not sit still and was impatient. Her mother also noticed that Eli would cover her ears at the sound of the bell, fireworks or ambulance. She appeared scared and ran away when she hears them. Eli played by lining up her plastic toys and cars and preferred to play by herself. At 4 years old, Eli spoke in single words to two-word phrases. She did not follow instructions and had no eye contact when being spoken to. She was unable to answer simple questions when asked. To express her needs, she would pull the hands of her mother and point.

Eli was brought to a private developmental pediatrician and was assessed to have Autism Spectrum Disorder with language impairment. She was advised to undergo occupational and speech therapy twice a week which they were able to comply with. She was enrolled in St. Francis School under SPED curriculum, nursery level.

After a year, Eli was able to speak in phrases. She also had better eye contact when being spoken to. The mother noticed improvement with her socialization skills as she was able to interact with other children. She would share her toys with them. However, Eli was noticed have hot tempered. She could not wait and had low frustration tolerance.

MEDICAL, SOCIAL, FAMILY HISTORY:

Eli was born full term to a 30-year-old G3P2 (2012) mother via spontaneous vaginal delivery in a private hospital. The mother had regular prenatal check-ups with a private OB and had regular intake of prenatal vitamins. There was no fetomaternal illness noted. Prenatal ultrasound showed vesicoureteral reflux on one of Eli's ureters. At birth, the patient was vigorous. Birthweight was 3 kg. Newborn screening and baseline hearing tests were unremarkable.



However, she needs prompting with telling experiences in details. She knows her age and birthday when asked. Although she speaks in short sentences, she is not yet adept in using complex grammatical forms joined by *and* and *but*. She is yet to give complex directions involving three or more steps in logical order.

- **Written:** The written subdomain reflects an individual's use of reading and writing. Eli's skills showed that she can write in. She can also read in sentences and short stories. She can understand a material of grade 2 level or higher. She is yet to interpret visual information such as graphs and table. She is unable to write essays.

DAILY LIVING SKILLS:

- **Personal:** Eli's personal subdomain reflects her self-sufficiency in hygiene and health care. She is already independent in bathing, brushing, dressing, and using the bathroom. However, she is yet to understand about healthy choices such as choosing healthy food and exercise or prepare for changes in weather.

Domestic: This subdomain assesses Eli's ability to perform household tasks. Her domestic skills showed that she knows how to clean up after self as she can put away toys after using them and fully clear her own dishes after eating. Although she can wash her hands before eating, she is not completely adept in basic food preparation as she is yet to use kitchen appliances. She also knows basic household chores such as dusting or sweeping. However, she needs prompting in advance home safety such as securing home from intruders or being careful when operating household appliances.

- **Community:** This measures Eli's ability to function outside home such as safety, money, and travel. Her community skills showed that she has basic money skills as she can name the value of coins and bills but is yet to combine their values to purchase. She also knows basic safety outside home as she can remain withing safe distance from a caregiver. However, she needs assistance when crossing the street as she is yet to look on both sides. Eli can tell time using a digital watch and knows how to use a calendar. However, Eli is not yet able to set a goal and achieve it, or use a clock to keep track of time.

SOCIALIZATION:

- **Interpersonal Relationships:** This reflects Eli's ability to respond and relate to others such as friendship and social appropriateness. Eli can respond to familiar people and recognize their emotions. She can also identify herself and others. Eli is yet to maintain friendships over time. Although she can maintain culturally appropriate eye contact, Eli needs to be prompting to maintain interpersonal appropriateness. She inconsistently adjust the loudness of her voice depending on the level of excitement and could sometimes maintain an appropriate distance to the person she is talking to. This is consistent with the observation during interaction where Eli would occasionally scream in excitement or frustration.



Since birth, the patient was seen and followed up by a pediatric urologist. CT scan showed double collecting duct. The patient was given Cefalexin for 1 year for prevention of recurrent UTI. Recent CT scan showed unremarkable results due to its spontaneous closure. Her family history was pertinent for asthma on both sides.

The patient was exclusively breastfed for 1 month. Complementary feeding was started at 6 months with no noted difficulty. Currently, Eli is non-picky with food but likes to smell her food before eating.

Eli is living with her parents and sibling. Her mother is a 40 year old college graduate who is working as a government employee (DENR), and her father is a 46 year lawyer who works as an arbiter. She has uninterrupted sleep and uses gadget for 3 hours per day.

VIRTUAL PHYSICAL AND NEUROLOGICAL EXAMINATION:

Elisha was seen alert and awake during the virtual physical examination. She had anicteric sclera with pink lips. There was no craniofacial deformity noted. She had symmetrical chest expansion with no retractions.

Observations related to cranial nerve functions revealed the following: optic nerve appeared intact as she can focus on visual stimuli. Oculomotor, trochlear and abducens nerve seemed intact as she can follow visual stimuli. There was no nystagmus, no ptosis noted. She was seen smiling with no facial asymmetry noted. Gross hearing appeared intact as she can turn her head towards the direction of a sound. She was able to move her head from side to side without difficulty, lift and shrug her shoulders with no winging of the scapula noted. Her tongue was seen midline. She had no difficulty swallowing.

There was no apparent weakness in all extremities. Sensation appeared intact to light touch as she was able to grimace with her mother's touch. Reflexes were not assessed.

A. BEHAVIORAL OBSERVATION: (pre-recorded videos and naturalistic observation)

During the interaction, Eli was seen seated beside her mother. She has occasional squirming and whining in between activities. She also sometimes left her seat as tasks become difficult for her. Although she was able to participate in almost all the activities with moderate prompting from her mother and the examiner, she would cry and scream when frustrated. Eli would utter "misspelled" or "failure" when she made mistakes in one of the activities. She would need occasionally need repeated instructions from her mother or would sometimes clarify items with her. She had inconsistent regard with unsustained eye contact with the mother. She spoke in short sentences but with echolalia. Elisha had tugged or hugged her mother frequently.

In the pre-recorded videos, Eli was playing alone with a clay. She would occasionally look at the person holding the video from time to time and smiled. In another video, she was seen playing beside a smaller child. Although they were seated next to each other, they were playing independently. Eli was rolling the clay on her hands.



B. Vineland Adaptive Behavioral Scales-3 (VABS) Comprehensive Interview Form:

VABS-3 is an individually administered measure of adaptive behavior that is widely used to assess individuals with intellectual, developmental, and other disabilities.

Chronological Age: 9 years and 7 months old

Developmental Domain	Description of Domains	Approximate Age
Communication Domain Receptive Expressive Written	This domain measures how well a child exchanges information with others.	5.7 years old 3.4 years old 6.0 years old
Daily Living Skills Personal Domestic Community	This domain refers to practical, everyday tasks of living that is appropriate for a child's age	5.10 years old 6.4 years old 7.1 years old
Socialization Domain Interpersonal Play and Leisure Coping	This domain reflects a child's functioning in social situations	2.5 years old 2.5 years old 3.2 years old
Motor Skills Domain Gross Motor Fine Motor	This domain refers to Gross motor (how one uses his arms and legs) and Fine motor (how a child manipulates small objects with the use of his fingers)	8.1 years old 7.4 years old

Description of Domains:

COMMUNICATION:

- Receptive:** This subdomain assesses Eli's ability to understand, attend and respond to information from others. She can follow basic instructions with two unrelated actions. She is able to understand and respond to who, what and where questions but has difficulty with why and when. She can attend to an entertaining and informative materials and understand what is being said. However, she is not yet adept in understanding hidden messages such as sarcasm. She also needs reminders for instructions given hours after.
- Expressive:** Elisha's expressive language score reflects her ability to use words and sentences to express herself verbally. She can express her ideas and experiences.

S E R V I C E R E C O R D

NAME: **GRACE** (Name) **L.** (M.I.) **ALMERO** (Surname) (If married woman also full maiden name)

BIRTH: December 27, 1965 (Date) Masbate (Place) (Date herein should be checked from birth or baptismal certificate or other reliable documents.

This is to certify that the employee named herein above actually rendered service as shown in the service records below, each line of which is supported by appointment and other papers actually issued by this Office and approved by the authorities concerned:

SERVICE Inclusive Date		RECORD OF APPOINTMENT			OFFICE / DIVISION Station / Branch		SEPARATION SL/VL/Remarks
From	To	Position	Status	Salary	Place of Assignment	w/o pay	
12-20-88	6-30-89	Clerk	Casual	P 32.85/d	DENR, Region IV, Mla.	None	
7-01-89	9-17-89	-do-	-do-	91.00	-do-	-do-	
9-18-89	9-17-92	Cash Clerk	Perm.	27000.00/a	-do-	-do-	
9-18-92	12-31-93	-do-	-do-	27264.00	-do-	-do-	
1-01-94	12-31-94	-do-	-do-	36864.00	-do-	-do-	
1-01-95	8-19-95	-do-	-do-	48864.00	-do-	-do-	
8-20-95	12-31-95	Disbursing Officer I	-do-	51276.00	-do-	-do-	
1-01-96	12-31-96	-do-	-do-	63276.00	-do-	-do-	
1-01-97	10-31-97	-do-	-do-	72876.00	-do-	-do-	
11-01-97	8-19-98	-do-	-do-	79020.00	-do-	-do-	
8-20-98	12-31-99	-do-	-do-	81000.00	-do-	-do-	
1-01-2k	6-30-01	-do-	-do-	89100.00	-do-	-do-	
7-01-01	8-19-01	-do-	-do-	93562.00	-do-	-do-	
8-20-01	12-02-03	-do-	-do-	95904.00	-do-	-do-	
12-03-03	12-31-03	Accounting Clerk III	-do-	104508.00	-do-	-do-	
1-01-04	12-02-06	Administrative Assistant II	-do-	104508.00	-do-	-do-	
12-03-06	6-30-07	-do-	-do-	107112.00	-do-	-do-	
7-01-07	6-30-08	-do-	-do-	117828.00	-do-	-do-	
7-01-08	6-30-09	-do-	-do-	129612.00	-do-	-do-	
7-01-09	12-02-09	-do-	-do-	142452.00	-do-	-do-	
12-03-09	6-23-10	-do-	-do-	145320.00	-do-	-do-	
6-24-10	5-31-11	-do-	-do-	157812.00	-do-	-do-	
6-01-11	5-31-12	-do-	-do-	170304.00	-do-	-do-	
6-01-12	12-02-12	-do-	-do-	182784.00	-do-	-do-	
12-03-12	12-02-15	-do-	-do-	184608.00	-do-	-do-	
12-03-15	12-31-15	-do-	-do-	186456.00	-do-	-do-	
1-01-16	1-28-16	-do-	-do-	191736.00	-do-	-do-	
1-29-16	12-31-16	Administrative Assistant III	-do-	198144.00	DENR, Region IV-A, Calamba City	-do-	
1-01-17	12-31-17	-do-	-do-	203832.00	-do-	-do-	
1-01-18	12-31-18	-do-	-do-	209676.00	-do-	-do-	
1-01-19	1-28-19	-do-	-do-	215700.00	-do-	-do-	
1-29-19	12-31-19	-do-	-do-	217500.00	-do-	-do-	
1-01-2020	12-31-2020	-do-	-do-	227292.00	-do-	-do-	
1-01-2021	12-31-2021	-do-	-do-	237087.00	-do-	-do-	
1-01-2022	1-28-2022	-do-	-do-	246864.00	-do-	-do-	
1-29-2022	12-31-2022	-do-	-do-	248940.00	-do-	-do-	
1-01-2023	present	-do-	-do-	258804.00	-do-	-do-	

NOTE: This is issued to update the personal record, for information and guidance of Ms. Almero.



learning. She has difficulty regulating her emotions when not given exactly what she wants and how certain things are done.

Furthermore, Eli exhibited hypersensitivity to stimulus (aversion to sounds seen with ear cupping) which was more clinically apparent in her younger years. These are all consistent with a condition called Autism Spectrum Disorder, a condition she was diagnosed with when she was younger. This condition is a chronic neurobehavioral condition that requires fulfillment of the following criteria: deficits in social communication and social interaction and presence of restricted and repetitive patterns of behavior.

Her academic performance as seen in the WRAT-5 showed that her weakness is her ability to comprehend meaning from written words which is also a language-based task. On the other hand, her scores in the other domains in WRAT-5 such as word reading and spelling were both adequate for her age. This means that Eli has good attention and memory but lacks reasoning and logic.

Eli is able to function independently. However, even with consistent support in place, she could remain socially vulnerable, and may have difficulties in planning, and coping with change.

RECOMMENDATIONS:

1. Therapy Interventions:

- a. Occupational Therapy- twice a week with the following goals:
 - i. Focus on behavior improvement- frustration tolerance and self-regulation
 - ii. Improve work compliance- compliance to complex task, attention and focus, longer sitting span
 - iii. Improve socialization skills- may join in dyad activities
 - iv. Improve cognitive skills- logic and reasoning
 - v. Activities of Daily Living- social responsibility, use of kitchen utensils, improve health choices, social judgement, basic safety at home, domestic and life skills
- b. Speech Therapy- once a week with the following goals:
 - i. For functional social communication
 - ii. Turn taking in a conversation
 - iii. Improve comprehension
 - iv. Development of narrative skills

2. School Placement: may join in partial inclusion class: join in regular class (grade 2 level) for non-academic skills (music, arts, PE) with pull-out for academic subjects, with 1-on-1 SPED tutorials for areas of difficulty.

3. Home Instructions for the family:

- a. Encourage to improve her self-help skills:



She started making mistakes on words with more than three syllables ("misipal"-for municipal, "animus"-for unanimous). She got a score of 28 out of 37. Although she was able to read items up to grade 4 level, Eli began whining in frustration while reading.

Reading Comprehension: This measures the patient's ability to comprehend ideas and information in a sentence in an untimed manner. Eli was able to answer 6 out of the 9 items for grade 1-4 level correctly. She then proceeded to grade 5-7 items and was able to answer 3 out of the 5 items.

Spelling: This domain shows the ability to write letters and words from dictation without a time limit. Eli started on Part 2: Spelling. She was able to spell 15 out of the 30 items given to her. Although Eli was able to spell the words dictated to her, she whined and cried in between. She verbalized her frustration by saying "misspelled" or "failure" when she found a word difficult for her to spell.

Math Computation: This measures the patient's ability to count, identify numbers and solve simple oral math problems and calculate under a time limit. She started on Part 2. Eli was able to add one-digit numbers arranged horizontally. She was able to subtract by finger counting. She was also able to supply the missing number correctly. However, she was not able to add and subtract the numbers arranged vertically. She got a total score of 7 out of the 12 items she attempted to answer. During testing, Eli kept repeating "addition and subtraction".

IDENTIFIED RELATIVE STRENGTHS:

Gross motor skills

IDENTIFIED NEEDS TO ADDRESS:

Communication Skills

Fine motor skills

Socialization Skills

Adaptive skills: Domestic skills

Clinical Diagnosis:

Autism Spectrum Disorder with accompanying language impairment (impairment in discourse), with accompanying intellectual impairment, requiring substantial support in social communication, requiring substantial support in restricted/repetitive patterns of behavior

Based on the review of Eli's history, attainment of developmental milestones, review of previous records and observations during interaction, she exhibited deficits in social communication and interaction. Her developmental profile seen in the assessment tool (VABS-3) likewise showed that her weakness are her interpersonal and communication skills (particularly expressive language) which had been consistently lacking since she was younger. Although Eli can speak in short phrases and sentences, she often makes tangential remarks and fails to provide enough background information. She also exhibited difficulty coping with changes in routine and has low tolerance for frustration which may affect her



- **Play and Leisure:** This measures Eli's ability to engage in play and leisure activities with others. She can play with others and chooses to join other children at play. She can also play simple make-believe activities with other children. She is yet to understand and follow the rules of the game. Further, she has not yet planned activities ahead with her friends.
- **Coping Skills:** This shows Eli's ability to exert emotional control in handling different situations with others. This domain shows that she has good manners and acts appropriately when introduced to other people. She can ask for and accept help when she needs to. However, she needs improvement in regulating her emotions and controlling her anger when she does not get her way or for reasons that cannot be helped.

MOTOR SKILLS:

- **Gross Motor:** This subdomain measures Eli's ability to move using arms and legs for movement and coordination. She can hop or jump, and catch a tennis-sized ball from a distance. However, she is not yet able to ride a bike and balance without training wheels.
- **Fine Motor:** This measures Eli's ability to use fingers to manipulate objects. She can draw shapes, color and write. She can color a full-page drawing with more than 1 color and stay mostly inside the lines. She can cut complex shapes with scissors. However, she is not yet adept in manipulating very small objects.

C. INFORMAL TESTING OF SCHOOL-RELATED ABILITIES

Adaptations of Wide Range Achievement Test-5 (WRAT-5). WRAT-5 is a norm-referenced test that measures and monitors fundamental word reading, spelling and math skills, and sentence comprehension for individuals ranging from kindergarten (age 5) through grade 12 and adulthood.

Chronological Age: 9.7 years old

Current Grade Level: 2, Inclusion Program

Subtest/Composite	Raw Score	Descriptive Category	Approximate Grade Equivalent
Word Reading	43	Average	4.4
Reading Comprehension	8	Very low	1.8
Spelling	30	Average	4.6
Math Computation	22	Very low	1.6

Description of domains:

Word Reading: This domain measures Eli's ability to identify letters and recognize words. She started on Part 2: Word Reading. She can read words that are composed of consonant-vowel-consonant letters. She was also able to read double consonant or vowel combinations.

This document shall become invalid if written over with noted erasures, corrections or alterations and should not be used for medical-legal purposes. For verifications, you may call us 028-7240656 local 501.

Joselyn A. Eusebio, FPPs, FSPDB
Consultant in Charge
Developmental and Behavioral Pediatrics

Supervised by:



264 E. Rodriguez Sr. Blvd, Quezon City
NATIONAL CHILDREN'S HOSPITAL
Department of Health
Republic of the Philippines

