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EACH CHILD IS AN INDIVIDUAL: WELCOMING AND NURTURING ENVIRONMENT IN AN INCLUSIVE EDUCATION CLASS

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1. INTRODUCTION

Extensive research has been devoted to the notion of inclusion, which requires educational systems to integrate the structure into their programs, curricula, and other means of capacity development (UNESCO, 2019). States implement inclusive education (IE) in response to the increasing diversity that is being witnessed within educational communities. The principle of ensuring equitable classroom experiences for all students is profoundly embedded within it, and it additionally eliminates prejudiced and exclusive attitudes and values.

Inclusive education which is based on distinct ideologies from special education, may provide an alternative education for children with special educational needs and impairments. The primary objective is to provide a comprehensive framework and criteria for regulations, procedures, and pedagogical approaches that will facilitate the provision of a high-quality education to all children with special needs and disabilities (Hornby, 2018).

In recent years, inclusive education has gained increasing recognition worldwide as a fundamental principle of education, aiming to ensure equitable access to quality education for all learners, including those with special educational needs (SEN). However, despite significant progress, the implementation of inclusive education remains fraught with challenges, particularly in addressing the diverse needs of learners with disabilities or other exceptionalities. Understanding these challenges on a global scale is essential for developing effective strategies and policies to promote inclusive practices in educational settings worldwide.

Policies established in the framework were implemented in the schools. Therefore, inclusion in an inclusive classroom entails more than the sole physical presence of students with special education needs (SEN). Despite the possibility that a student will flourish in an inclusive setting, exclusion may result from the attitudes of those in the vicinity. De Silva (2018) states that a successful inclusion fosters an atmosphere in which the student with SEN is regarded as an equal and complete member or citizen of the school community.

Although, inclusive education may appear idealistic and unattainable at times, it is accomplished by implementing systems that value the presence, acceptance, participation, and accomplishments of every student in the classroom. In spite of this, governments encounter numerous obstacles in their pursuit of a just inclusive practice due to divergent interpretations and implementations of inclusion across nations. An illustration of this can be

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seen in the lack of research concerning strategies to engage children with special needs (CSN) in general education within the Southeast Asian region (Hosshan et al., 2019). Similarly, the type of setting in which Filipino children with special needs are situated is not addressed explicitly in the relevant literature.

In answer to the needs of various learners, inclusive education was created as an educational goal, focusing on those who are seen as different (UNESCO, 2017). The school community should focus on making sure that the students are present, involved, and willing to work together (Sharma & Sokal, 2015). Baglieri and Shapiro (2017) said that IE gives students power by recognizing their worth, encouraging them to be a part of learning, and getting them involved in the classroom. Because of this, the government agreed to the action plan and used inclusive education in their own unique situation. When inclusive education was put into place, schools across the whole state had to make big changes to their physical facilities, organizational methods, and the lessons they taught (UNESCO, 2017).

In their extensive manual, Friend and Bursuck (2018) lay the groundwork for inclusive education methods, calling for the recognition of unique characteristics and the establishment of nurturing environments in classrooms around the world. Florian (2019) offers valuable insights on inclusive education practices on a worldwide scale, emphasizing the significance of acknowledging and appreciating the unique qualities of each student.

Booth and Ainscow developed the Index for Inclusion in 2019, providing a comprehensive framework for creating inclusive settings in schools globally. It aims to foster participation and embrace variety.

Furthermore, Smith et al. (2019) emphasizes the importance of recognizing and celebrating the diverse backgrounds, abilities, and learning styles of students in inclusive classrooms. Teachers play a critical role in creating an environment where each child feels accepted and appreciated for who they are, regardless of their differences.

Johnson and Lee (2021) underscore the significance of positive relationships between teachers, students, and their peers in fostering a welcoming environment. Building strong rapport and trust helps create a sense of belonging and encourages students to actively participate in classroom activities without fear of judgment or exclusion.

Also, the qualitative studies by Garcia and Patel (2022) emphasize the need for individualized instruction and support tailored to each child's unique strengths, needs, and interests. Differentiated instruction allows teachers to accommodate diverse learning styles and abilities, ensuring that every student can fully engage with the curriculum and achieve their full potential.

Clark and Wong (2018) highlight the benefits of peer support and collaboration in fostering a welcoming environment. Pairing students with diverse abilities allows them to learn from each other, build empathy, and develop valuable social skills while fostering a sense of teamwork and camaraderie. Hence, Rodriguez and Nguyen (2019) suggest that supporting students' emotional well-being is crucial for creating a welcoming environment. Teachers can implement strategies such as mindfulness exercises, emotional check-ins, and conflict resolution techniques to help students manage their emotions, build resilience, and develop positive coping skills.

Therefore, fostering a welcoming environment in inclusive education classes requires a holistic approach that recognizes each child inclusion, diversity, and equity. By acknowledging diversity, promoting positive relationships, creating physical and emotional safety, providing individualized support, and fostering a sense of belonging, teachers can create a supportive learning environment where every child feels valued, respected, and empowered to reach their full potential.

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In the Philippine context, all children have the right to education, regardless of background or talent (DepEd, 2019). This is a fundamental concept that we must uphold, hence, the educational systems are promoting "inclusive education" to attract students with various talents and circumstances to conventional schools. Along with forbearance, tolerance, and understanding, they learn to value one other's strengths and worth. They learn that everyone is "one-of-a-kind" and value diversity.

In the Philippines, the Department of Education (DepEd) emphasizes inclusive education through policies and programs aimed at accommodating diverse learners (DepEd, 2018). Loreman, Deppeler, & Harvey, (2022)provide practical guidance on promoting diversity in inclusive classrooms, incorporating concepts applicable to various educational settings. More so, Artiles et al. (2018) emphasize the importance of cultural responsiveness in inclusive education, a principle relevant to diverse cultural contexts.

Tindal and Fuchs (2020) explore inclusive assessment practices applicable to diverse educational contexts that demonstrates a dedication to meeting the unique needs of all students and ensuring fair access to high-quality education. This concept fundamentally recognizes every child as a unique individual, deserving of respect, assistance, and recognition for their unique talents and identities.

However, Avramidis and Norwich (2020) examine barriers to inclusive education, offering insights applicable to contexts beyond national boundaries, including challenges faced in the Philippines.

Mina (2015) stated that Philippines has signed on to international inclusive education policies and many Filipino students were not able to go to school because their families could not afford it or because they could not get to school facilities. The school buildings, roads, and public transportation are not usually accessible to people with disabilities. This is especially true for those who have trouble moving around. The Philippine Statistics Authority (PSA) did the National Disability Prevalence Survey (NDPS) in 2016 and found that about 10,000 people across the country were disabled, with varying levels of disability (Technical Education and Skills Development Authority [TESDA], 2020). It was found that women and children with disabilities are less likely to be literate, go to school, and have a higher level of education overall than men with disabilities.

Policies are moving in the direction of letting students with SEN participate in the school system. **The Enhanced Basic Education Act of 2013 (Republic Act 10533)** sets up programs to help all kinds of students, even those with disabilities. In fact, IE is one of the most important parts of schools from kindergarten to 12th grade. The law requires schools to provide over 22 million Filipino students with an inclusive, high-quality, relevant, and easy-to-reach education (Albert, 2016). About 308,321 of these children have special needs. They are served by 448 recognized Special Education (SpEd) centers and 173 regular schools with SpEd classes (DepEd, 2015). But government-funded schools in the Philippines, where most Filipino kids go to school, have problems like low-quality results, big classes, a lack of resources, an unsustainable curriculum, and politicians with different ideas (Alegado, 2018). The country then has trouble implementing IE because people have more than one wrong idea about what it is, and teachers don't have enough resources, information, or time to prepare themselves (Muega, 2016), IE becomes an extremely difficult endeavor.

The Division of City of San Fernando Pampanga, situated within the Central Luzon region of the Philippines, embraces inclusive education initiatives guided by the principles of equity and diversity (Division of City of San Fernando Pampanga, 2020). There has been a growing global movement towards inclusive education in recent years, with the goal of ensuring that all students, including those with special needs, have equal access to learning opportunities.

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In the division, similar to numerous educational institutions across the globe, encounters the difficulty of efficiently executing inclusive education. Thus, intensive training on inclusive pedagogies has been organized to assist teachers in effectively meeting the needs of students with SEN in order to ensure the inclusive agenda is carried out effectively (DepEd, 2019). However, according to Mina and Agbon (2017), school participation among students with SEN is generally low. Hence, they still have the goal of promoting affirming and hospitable practices with a feasible approach to progressing the inclusion agenda's objective in a nation across the division even with limited resources. Nevertheless, despite endeavors to foster inclusivity, there persist substantial obstacles in adequately addressing the varied requirements of students with disabilities in regular classrooms.

Initiatives are underway to integrate culturally responsive practices into inclusive education programs, valuing and integrating students' cultural backgrounds into the learning process (Division of City of San Fernando Pampanga, personal communication, 2023). Turnbull et al. (2020) advocate for family engagement in inclusive education, recognizing families as essential partners in promoting students' academic success and well-being. Exploring inclusive curriculum design, advocating for curricular approaches that reflect the diverse identities and experiences of learners, and aligning with efforts to promote culturally responsive education. Slee, & Allan, (2023).

Moreover, the background of this study is grounded in the recognition of the importance of inclusive education in ensuring the holistic development and academic success of all students. Among the inclusive education initiatives are the establishment of Special Education (SPEd) centers. Conducted training and workshops, developing and implementing policies and guidelines that promote inclusive practices in school. However, the effectiveness of these initiatives and the extent to which they address the challenges encountered by teachers and students in inclusive classrooms require further investigation.

Panipuan Elementary School is dedicated to inclusive education, striving to ensure equitable opportunity for all children, including those with special educational needs (SEN), within the local community. Nevertheless, despite the school's unwavering commitment, numerous obstacles emerge when it comes to efficiently adopting inclusive education. Teachers have numerous challenges when addressing the varying requirements of their students. Scarce resources, such as specific educational materials and assistive technologies, provide substantial obstacles to establishing an inclusive educational setting. Moreover, the absence of training and professional development opportunities for teachers in special educational needs (SEN) education worsens the situation. A significant number of educators experience a lack of preparation for effectively addressing the distinct requirements of students with disabilities or learning challenges, resulting in feelings of frustration and incompetence. Thus, Hodapp and Fidler (2024) discuss the transition to adulthood for individuals with developmental disabilities, emphasizing the importance of inclusive education in preparing students for meaningful and fulfilling lives beyond the classroom.

Additionally , Hodges and Vidler (2022) highlight the benefits of peer support programs in inclusive education, showcasing the positive impact of peer relationships on the social and academic development of students, as witnessed in schools like Panipuan Elementary School. As efforts continue to promote inclusive education, the recognition of each child's individuality and the creation of welcoming environments in classrooms remain paramount. Davis and Florian (2021) delve into the experiences of students with disabilities in inclusive education settings, shedding light on the factors that contribute to their sense of belonging and academic achievement, including efforts made at schools.

Despite numerous challenges, the teachers at Panipuan Elementary School remain committed to their goal of delivering an inclusive education. They understand the importance

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of overcoming these challenges to ensure that every student, regardless of their circumstances or abilities, receives an education of adequate quality. Panipuan Elementary School exemplifies these efforts, striving to create a welcoming environment where each child feels valued and supported in their educational journey (Panipuan Elementary School, personal communication, 2022). Educators can cultivate inclusive environments that celebrate diversity, foster belongingness, and maximize the potential of every learner.

Therefore, this study focused on determining the difficulties encountered in implementing inclusive education for students with special needs at Panipuan Elementary School during the school year 2023-2024. It examined instructional approaches, learning environment, and holistic support provided to teachers who work with special education children in inclusive settings, using a mixed-method approach. Also, to gain a deeper understanding of the strengths, weaknesses and areas that need development in the provision of special education within the school contexts.

Statement of the Problem

This study determined the challenges faced by the teachers in Panipuan Elementary School in the Division of City of San Fernando, Pampanga in providing inclusive education to learners with special educational needs during the school year 2023 – 2024.

Specifically, it sought to answer the following questions:

1.) How is the profile of the respondents described in terms of:
- 1.1 age;
- 1.2 sex;
- 1.3 grade level; and
- 1.4 years in service?
- 1.5 educational attainment?
- 1.6 diagnosis of the learners?

2.) How are the teaching practices within the inclusive classroom described along:
- 2.1 learning environment;
  - 2.1.1 classroom inclusive physical space; and
  - 2.2.2 classroom inclusive emotional space?
- 2.2 fostering holistic supports;
  - 2.2.1 collaboration to special education professionals;
  - 2.2.2 communication and supporting staff; and
  - 2.2.3 stakeholder's involvement?

3.) What plan of action can be proposed to address the challenges?

Statement of Objectives

1. To describe the differentiated instruction employed by the teachers in an inclusive classroom.
2. To describe the individualized support given to the learners with special needs (SEN)
3. To describe the challenges encountered by the teachers.

Conceptual/Theoretical Framework

This study was anchored on the study of Oliver "the social model of disability", Gorski "social justice pedagogy" and Goodley "critical disability studies"

According to Oliver (2017), the **social model of disability** proposes that disability is the result of the interaction between people who have impairments and the restrictions that are present in society because of those impairments. In the context of inclusive education, this

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paradigm places an emphasis on the necessity of addressing systemic barriers, such as facilities that are inaccessible, support services that are insufficient, and attitudes that are unfavorable toward students who have special needs. Through the use of this perspective, the research can investigate the ways in which societal issues contribute to the difficulties that students with special needs have when attempting to gain access to inclusive education within the context of the larger social setting. Research implications may involve collaborating with stakeholders, including educators, parents, policymakers, and advocacy groups, to develop inclusive education initiatives. By engaging stakeholders in the research process, researchers can ensure that interventions are tailored to meet the needs of students with special needs and address systemic barriers effectively. This collaborative approach is supported by the findings of a study by Martinez et al. (2020), which emphasized the importance of involving stakeholders in decision-making processes related to inclusive education.

According to Gorski (2018), **social justice pedagogy** places an emphasis on the significance of addressing systemic inequities and fostering fair educational opportunities for all students. The purpose of this framework is to advocate for transformative strategies that challenge oppressive structures and build inclusive learning environments within the context of inclusive education for students who have special needs. The purpose of this in this research is to discover approaches that can be used to address the structural barriers that are preventing inclusive education from becoming a reality. This will be accomplished by investigating the role that teachers, policymakers, and stakeholders have in advancing social justice within educational environments.

Lastly, from the perspective of **critical disability studies,** power relations, social inequities, and ableism that are inherent in societal structures and practices are investigated through the lens of critical analysis (Goodley, 2018). As a means of advocating for social change and inclusive practices, this paradigm challenges prevailing discourses that continue to perpetuate stigmatization and marginalization of those who have disabilities. Critical disability studies, when applied to the context of the research, have the potential to offer insights into the systemic impediments, discriminatory practices, and power dynamics that impede the fulfillment of inclusive education for students who have special needs. The study has the potential to contribute to transformative methods to inclusive education that stress social justice and equity. This is accomplished by putting the voices and experiences of persons who are marginalized at the center of the study.

The researcher believes that these theories will have a direct and significant impact on the present study. They are expected to provide concrete and contextually meaningful insights into the various challenges faced by teachers at Panipuan Elementary School in delivering inclusive education to learners with special educational needs during the school year 2023 – 2024.

Integrating the theory presented, the research paradigm is formulated as shown in figure 1.

The study start with the demographic data of respondents (age, gender, grade level, years in service, educational background), observations and documentation of teaching practices (differentiated instructions, individualized support), surveys, interviews, or focus group discussions with teachers to identify challenges in the learning environment, as well as the feedback from teachers, special education professionals, and stakeholders regarding collaboration, communication, and support mechanisms.

Afterwards, data collection of demographic information about the respondents and observe teaching practices within the inclusive classroom, analyzing the collected data to identify patterns, trends, and challenges related to inclusive education, assessing the

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challenges encountered by teachers in the learning environment, including physical and emotional aspects, as well as holistic support mechanisms, evaluate the effectiveness of current teaching practices and support systems in addressing the needs of learners with special needs and synthesize findings to develop recommendations for improving inclusive education practices and support systems.

Lastly, this research propose actionable recommendations for enhancing inclusive education practices, improving support systems, and promoting collaboration among stakeholders to address the identified challenges at Panipuan Elementary School. Through these combined efforts, Panipuan Elementary School can set a benchmark for inclusive education, backing to a more equitable and just educational system.

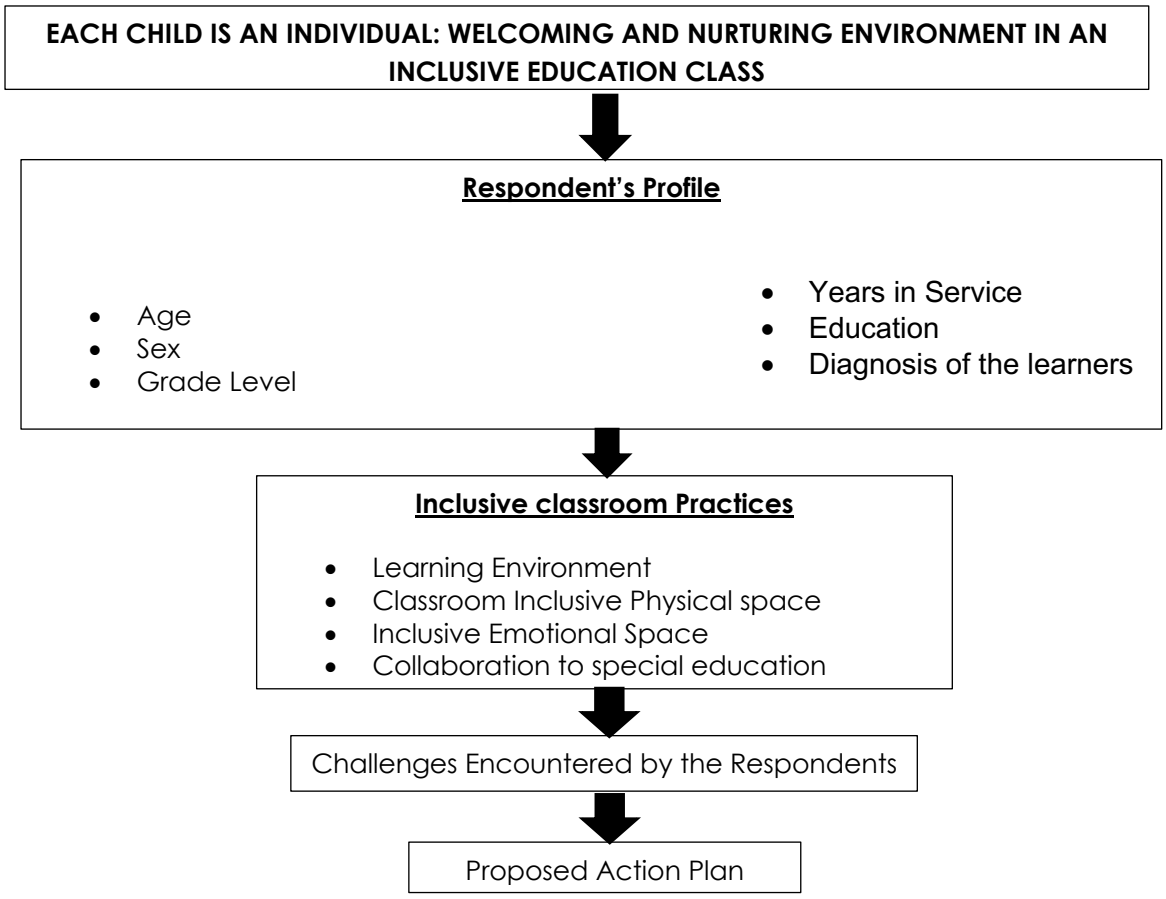

Figure 1. Paradigm of the Study

2. METHODS

Research Design

The study utilized a mixed-method approach, combining both quantitative and qualitative procedures for the purpose of data collection and analysis. The process of gathering quantitative data were entailed administering surveys to teachers and

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administrators at Panipuan Elementary School. This would aid in assessing the frequency and severity of challenges experienced in inclusive educational settings. The survey include closed-ended questions to gather demographic information as well as Likert-scale items to evaluate the perceived level of problems.

In order to gather qualitative data, semi-structured interviews with teachers was conducted. The perspectives, experiences, and unique challenges encountered in inclusive education settings illuminated in great depth through these interviews. Also, to gather a variety of viewpoints on inclusive education approaches, conduct focus groups to go more into emerging themes (Creswell, 2018).

Analyzing the data were include using both quantitative and qualitative techniques. By applying descriptive statistics to quantitative survey data, we can find out how common the problems are. The purpose of the thematic analysis was to identify important themes, patterns, and connections in the qualitative data collected from interviews and focus groups.

This study sought to utilize a mixed-methods approach to obtain a thorough understanding of the difficulties encountered by educators and learners in inclusive education settings at Panipuan Elementary School. The results enhance comprehension of the complexities associated with inclusive education practices and guide the creation of focused interventions and support systems to effectively tackle these difficulties. The main objective of this research is to put forward the implementation of outstanding inclusive education for all students, with a specific focus on those with special needs at Panipuan Elementary School and other educational institutions.

Research Locale

Panipuan Elementary School was situated in the dynamic City of San Fernando in the province of Pampanga, Philippines. The school was founded with the objective of offering high-quality education to students in the local community. It plays a crucial role as a central institution in the educational system of the Division of San Fernando. Panipuan Elementary School is dedicated to creating an inclusive learning environment that accommodates the needs of all students, including those with special educational requirements. The school has a varied student body from different socio-economic backgrounds.

Also, it is located in a suburban area known for its residential neighborhoods and commercial establishments. The school complex consists of multiple buildings that contain classrooms, administrative offices, and specialty amenities including computer laboratories and libraries. The school premises encompass expansive outdoor spaces designed for leisure activities and sports events, offering pupils enough possibilities for physical exertion and social engagement.

The student population at Panipuan Elementary School encompasses students ranging from kindergarten to Grade 6, including a broad spectrum of ages and various learning capacities. The school adheres to the ideals of inclusive education by accepting students with special needs and making efforts to offer them suitable assistance and adjustments to enhance their learning and growth. Special education instructors and support staff collaborate closely with classroom teachers to execute individualized education plans (IEPs) and guarantee that all students receive the requisite support to excel academically and socially.

Lastly, this school is furnished with facilities and resources to facilitate inclusive educational methodologies, encompassing assistive technologies, adaptable learning materials, and accessible learning settings. The school's dedication to inclusive education is apparent in its policies, programs, and projects designed to foster diversity, fairness, and inclusion among students, staff, and the broader school community.

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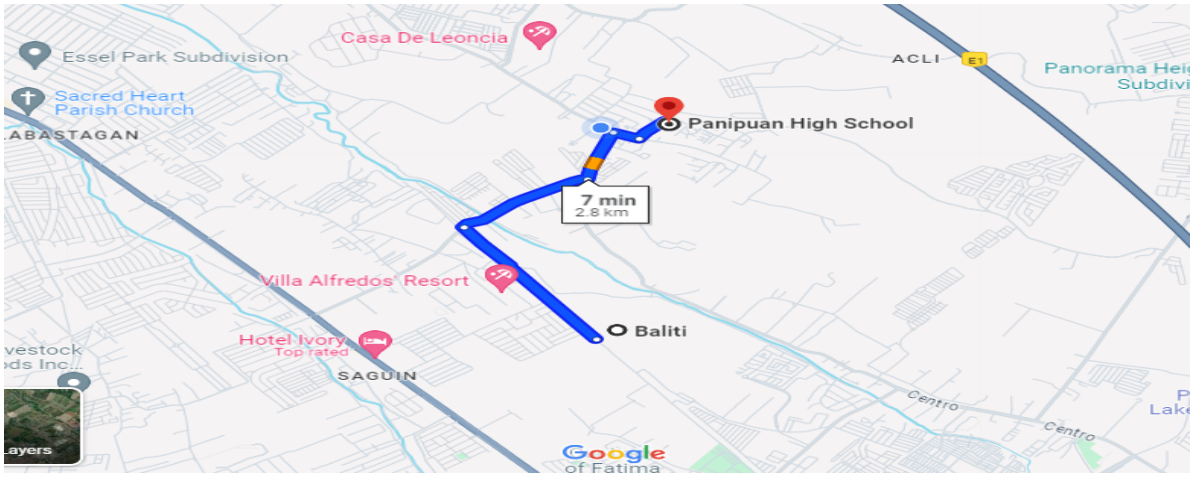

Figure 2. Location Map of Panipuan Elementary School

Research Respondents

The respondents of the study consist of specifically chosen teachers at Panipuan Elementary School who are responsible for instructing and guiding students with special educational needs (SPED). Specifically, there were fourteen (14) teachers, such as kindergarten teachers handling students with autism spectrum disorder (ASD), grade 1 teachers handling students with attention deficit hyperactivity disorder (ADHD), and grade 3 teachers handling students with difficulty in mobility.

Research Instrument

The instrument used in this study was adapted the questionnaire checklist of developed by Salend and Duhaney (2018) which were evaluated by experts in the field of inclusive education.

To collect quantitative data, a questionnaire-checklist were disseminated among the target group. The responses were evaluated using a five-point scale, ranging from five (5) to one (1), as specified in the questionnaire that was used.

Conversely, qualitative data were gathered via semi-structured interviews conducted with educators. These interviews offer comprehensive and detailed insights into the experiences, viewpoints, and particular difficulties faced in inclusive education environments.

Afterwards, the collected data were utilized in the analysis of the study's data employing the suitable method of statistical analysis.

Each item on the questionnaire checklist was rated by the respondents using the 5 point likert scale on agreement

The researcher used a questionnaire checklist to collect the opinions of teachers who are responsible for instructing and guiding students with special educational needs (SPED), Additionally, semi-structured interviews was used to gain a deeper understanding of the challenges faced and the strategies employed in inclusive education.

In addition, the researcher assess the contents, criteria, and constructs of the study instrument to determine its validity. (1) Content Validity: The items in this instrument was developed based on a comprehensive review of literature and consultation with experts in the field of inclusive education. (2) Criterion Validity: The instrument's scores was compared with external criteria, such as academic performance outcomes or classroom observations

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and (3) Construct Validity: Factor analysis was conducted to examine the underlying dimensions of the challenges encountered by teachers in providing inclusive education.

Data Gathering Procedure

The initial stage of this study endeavor entailed obtaining authorization from the Office of the Superintendent in the Division of City of San Fernando, Pampanga to secure the backing and endorsement of the educational authority for the proposed research on the difficulties faced in inclusive education in order to carry out the research activities in a successful and ethical manner.

The researcher distributed out the questionnaire checklist to Panipuan Elementary School teachers. People were able to get questionnaires either online through email or in person by handing out printed copies. Participants who fill out the form were given one day to fill out the form.

Teachers were interviewed in a semi-structured way by the researcher. The interview questions was made to find out more about the challenges that inclusive education faces and the ways that it works. Depend on the participants' availability and preferences whether the interviews are done in person or through videoconferencing. Lastly, the audio taped with the participants' permission to make sure the data is correct.

Data Analysis

The researcher used the Thematic Analysis of Braun and Clarke (2019) to analyze the data. Thematic qualitative data analysis is a methodical approach used to identify patterns, themes, and meanings within textual data (Maguire and Delahunt (2017). For undertaking this sort of analysis, it offers a five-phase guide that is a highly helpful structure. This technique, which is likely the most prominent in the social sciences at least, provides such a clear and practical foundation for conducting thematic examination.

Furthermore, Byrne's (2022) research provided a practical illustration of Braun and Clarke's thematic analysis approach. This method places a strong emphasis on the varying and reflective process of finding and examining themes or patterns in qualitative data. In order to produce appropriate themes, researchers engage with the data, their own beliefs, and the theoretical foundations of the study iteratively rather than strictly adhering to a planned set of stages (Braun & Clarke as quoted in Byrne, 2022). This emphasis on reflexivity guarantees openness and recognizes the influence of the researcher on how the findings are interpreted. By recognizing the influence of the researcher's perspective, this method fosters a more reliable and contextualized understanding of the data, eventually leading to deeper and more meaningful conclusions.

The analysis contains the following phases: (1) data preparation, (2) descriptive statistics, (3) exploratory data analysis, (4) inferential discussion, and (5) interpretation and discussion.

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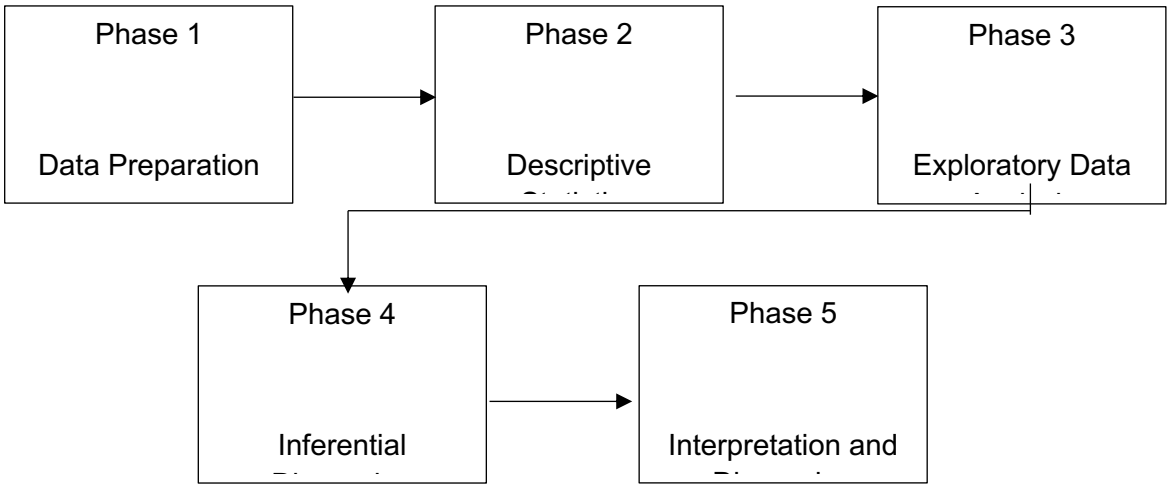

Figure 3. Data Analysis (Maguie and Delahunt, 2017)

Statistical Analysis

The quantitative data collected from the questionnaires were subjected to statistical analysis in order to find trends and patterns in the responses.

Data Analysis

For the analysis and interpretation of data, the following statistical tools were applied:

To determine the profile of respondents in terms age, gender, grade level, and years of service, frequency and percentage was used.

To determine the teaching practices both descriptive analysis and thematic analysis was used.

To determine level of challenges that exist in fostering holistic support for students with special educational needs, mean score, standard deviation, and thematic analysis was employed.

To determine the level of challenges in collaboration, communication, and stakeholder involvement, mean, standard deviation, and thematic analysis were used.

Each item on the questioner checklist was rated by the respondents using the 5 point likert scale on agreement

		Scoring Protocol	
Index	**Limits of Index**	**Verbal**	**Interpretation**
5	4.50 – 5.00	SA	Very Good
4	3.50 – 4.49	S	Good
3	2.50 – 3.49	N	Acceptable
2	1.50 – 2.49	D	Poor
1	1.00 – 1.49	SD	Very Poor

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3. RESULTS AND DISCUSSION

3.1Demographic Profile of the Respondents

The age, sex, civil status, grade level, years in service, and education were considered as the variables to describe the teachers who teach in the Inclusive Education class at Panipuan Elementary School.

3.1.1 Age

Age is essential in this study specifically of teachers in Inclusive Education who have to handle students with diverse needs including those with disabilities. These teachers have provide support and services to facilitate their learning process.

Table 1. Age

Parameters	Frequency	Percentage
41 years old & above	5	35.71
36 years old to 30 years old	3	21.43
31 years old to 35 years old	4	28.57
26 years old to 40 years old	2	14.29
25 years old & below	0	0.00
Total	14	100

Most of the respondents, which is 5 (35.71%), belong to the age bracket of 41 years old and above, slightly higher than one-fourth of the respondents (4 respondents, or 28.57%), who are in the 31–35 age group. Three (21.43%) respondents are in the 36–40 age group, two (14.29%) are in the 26–30 age group, and lastly, there were no respondents in the age group of 25 years old and below.

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3.1.2 Sex

The gender of teachers may have an impact on students' involvement, participation and learning outcomes, especially in an Inclusive Education classroom.

Table 2. Sex

Variable	Frequency	Percentage
Female	14	100
Male	0	0
Total	14	0

Table 2 reveals that, out of 14 the total number of respondents, 14 or 100%, were female, while there were no male respondents in the study. This data indicates that the particpants are all female.

3.1.3 Grade Level

This study focused on teachers who are handling key stage 1 of the basic education or the early childhood stage which are from kindergarten to grade 3 especially of teachers who are handling learners with special educational needs in an inclusive education setup.

Table 3. Grade Level

Variable	Frequency	Percentages
Grade 3	5	35.71
Grade 2	1	7.14
Grade 1	6	42.86
Kindergarten	2	14.29

As shown in Table 3, the respondents in this study are mostly teachers in Grade 1, comprising six (42.86%) respondents. While there were two (14.29%) respondents who taught Kindergarten, there is only one (7.14%) who taught Grade 2. While there were (35.71%) respondent who taught Grade 3.

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3.1.4 Years in Service

Experiences is a vital in this study especially of teachers who are teaching in an Inclusive Education as it provides valuable insights for into the practical challenges, strategies, and successes in implementing inclusive practices. These insights can give novice teachers a deeper understanding of the complexities involved in promoting an inclusive classroom environment.

Table 4. Years in Service

Varialble	Frequency	Percentages
16 -20 years	4	28.57
11 – 15 years	0	0
6 – 10 years	6	42. 86
1- 5 years	4	28.57
Total	14	100

Table 4 shows a disaggregation of respondents in terms of years of service. 6 respondents, or 42.86%, had worked for 6 to 10 years. Four (28.57%) of the respondents were employed for 1 to 5 years. Four additional respondents (28.57%) held their jobs for 16 to 20 years. This suggests a mix of teacher-employees with different levels of experience, from neophytes ones to those who have been with their jobs for quite a while. Neophyte teachers may be at the beginning of their teaching careers, but they can still make meaningful progress with the latest teaching methods that they have learned while they are studying. While teaching, teachers can share their personal experience handling learners with special needs. Overall, it shows a varied workforce with people at different stages of their careers.

3.1.5 Educational Attainment

The educational attainment of the respondents in this study are essential especially teachers who are handling learners with special educational needs for the reason that higher educational attainment often have a deeper understanding of inclusive practices.

Table 5. Educational Attainment

Variable	Frequency	Percentages
Master's Degree	0	0
Master's Degree w/ Units	11	78.57
Bachelor's Degree	3	21. 43
Total	14	100

Table 5 reveals that of the teachers have Master's Degree Units, compromising eleven (78.57%). Three (3) respondents, compromising (21.43%) have bachelor's Degree in Education. while there are no respondents who have completed their master's degree. This data indicates most of the respondents are obtaining a Master's Degree, with a smaller but still notable

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proportion holding a Bachelor's Degree in Education. Individuals who have completed coursework towards a Master's degree possess a wealth of knowledge and skills that can profoundly impact inclusive education. Armed with an advanced understanding of educational theories and methodologies, they are adept at tailoring instruction to meet the diverse needs of students.

3.1.6 Diagnosis of the Learners

The diagnosis of the learnes in this study is essential especially the focused on this study are the challenges that teachers encounter in an Inclusive Education setup.

Table 6. Diagnosis of the learners

Parameters	Frequency	Percenatges
Autism Spectrum Disorder (ASD)	2	14.29
Attention Deficit Hyperactivity Disorder (ADHD)	7	50.00
Difficulty in mobility	5	35.71

Table 6 presented the learners diagnosis where half of them (50.00%) are handling learners with Attention Deficit Hyperactivity Disorder (ADHD). Five (5) respondents, comprising 35.71%, are handling Difficulty in mobility learners. This was followed by two respondents (14.29%) who are handling learners with Autism Spectrum Disorder (ASD). The three students were diagnose using Multi-Factored Assessment Tool (MFAT), administered by MFAT coordinator. This distribution highlights a diverse range of respondents that handles learners with disability in an inclusive education setup. Overall, these diagnoses can help educators tailor their teaching strategies and support systems to better meet the needs of their students.

3.2 Practices within the Inclusive Classroom in Learning Environment

Practices refer to the various strategies, methods, and approaches that educators use to help students learn and grow. These strategies are always changing in response to educational research, societal requirements, and technological improvements. This includes a shift from traditional lecture-based instruction to more innovative, student-centered approaches. Effective approaches in Inclusive Education encompass more than just delivering knowledge; they also involve engaging pupils, promoting critical thinking, and accommodating varied learning styles and skills. (Goodley, 2018).

Creating an inclusive learning environment for learners with special needs involves designing a classroom that accommodates and supports the diverse needs of all students, ensuring they have equal opportunities to learn and participate.

3.2.1.1 Classroom Inclusive Physical space

Creating an inclusive physical space within the classroom is essential for fostering a supportive learning environment where all students feel valued, respected, and able to participate fully. This involves intentional design and organization of the classroom environment to accommodate the diverse needs of learners, regardless of their abilities, backgrounds, or learning styles. Table 2 shows the teaching practices within the inclusive classroom in learning environment in terms of classroom inclusive physical space.

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To achieve inclusivity in physical space, educators must consider some aspects such as accessibility, flexibility, and sensory accommodations.

Table 7. Classroom Inclusive Physical Space

Indicators	Mean	Verbal Description	Interpretation
The physical layout of the classroom effectively caters to the diverse needs of students.	3.36	Neutral	Acceptable
The classroom environment is conducive to promoting independence and autonomy among students with special needs.	3.07	Neutral	Acceptable
The seating arrangement in the classroom facilitates collaboration and interaction among students with diverse abilities.	2.71	Neutral	Acceptable
The classroom is equipped with adequate assistive technology and resources to support students with special needs.	2.36	Disagree	Poor
The physical space of the classroom is organized in a way that minimizes sensory overload for students with sensory processing difficulties.	3.43	Neutral	Acceptable
The design of the classroom environment promotes a sense of inclusivity and belonging among all students.	4.00	Agree	Good
The classroom layout allows for easy navigation and accessibility for students with physical disabilities.	3.36	Neutral	Acceptable
Modifications or adaptations to the physical space of the classroom are promptly made to accommodate the needs of students with special needs.	3.50	Agree	Good
The physical environment of the classroom is aesthetically pleasing and engaging for students with special needs.	2.43	Disagree	Poor
The physical space of the classroom enhances the effectiveness of inclusive education practices for students with special needs.	3.29	Neutral	Acceptable
Grand Mean	**3.15**	**Neutral**	Acceptable

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Data on the table reveals the classroom Inclusive Physical Space of 4.00 Specifically, respondents agreed that the design of the classroom environment promotes a sense of inclusivity and belonging among all students interpreted as good ($\overline{x}$ = 4.00). Additionally, they agreed that modification or adaptations to physical space of the classroom promptly made to accommodate the needs of students with special needs ($\overline{x}$ = 3.50) is good. Under the physical layout of the classroom effectively caters to the diverse needs of students the respondents have a neutral stance interpreted as ($\overline{x}$ = 3.36) which is acceptable. Also, respondents have a neutral stance in classroom environment is conducive to promoting independence and autonomy among students with special needs interpreted as acceptable ($\overline{x}$ = 3.07). The viewpoint of the respondents under the seating arrangement in the classroom facilitates collaboration and interaction among students with diverse abilities is also neutral interpreted as acceptable ($\overline{x}$ = 2.71). Furthermore, for the physical space of the classroom is organized in a way that minimizes sensory overload for students with sensory processing difficulties the respondents have a neutral stand interpreted as ($\overline{x}$ =3.43)which is acceptable. In addition, the physical space of the classroom enhances the effectiveness of inclusive education practices for students with special needs respondents also have a neutral stance which is interpreted as ($\overline{x}$ =3.43) which is acceptable. The respondents disagree that the classroom is equipped with adequate assistive technology and resources to support students with special needs ($\overline{x}$ =2.36) which is interpreted as poor. Lastly, the respondents also disagree with the physical environment of the classroom is aesthetically pleasing and engaging for students with special needs ($\overline{x}$ =3.29) which is interpreted as poor.

The statement that got the highest mean was statement 2, "*The design of the classroom environment promotes a sense of inclusivity and belonging among all students,*" with mean of 4.00 and interpreted as agree. This implies that respondents generally agreed that the design of the classroom environment contributes positively to creating a sense of inclusivity and belonging for all students. Therefore, while overall views were neutral, there is a consensus that the design of the physical classroom environment plays a significant role in fostering inclusivity and a sense of belonging among students. An instance of a learning environment is Universal Design for Learning (UDL), an educational framework that seeks to establish inclusive learning environments by offering various methods of representation, action, expression, and engagement for all students, irrespective of their learning styles, abilities, or disabilities. The significance of Universal Design for Learning (UDL) in the present educational environment cannot be overemphasized enough. As classrooms become more diverse in terms of student skills, backgrounds, and learning requirements, there is an increasing demand for educational resources and approaches that can be easily used by all learners. The UDL framework addresses the need for inclusivity by supporting activities that support the success of all students and establishing learning environments that are conducive to their learning (Capp, 2018).

However, Statement 4, "*The classroom is equipped with adequate assistive technology and resources to support students with special needs*," got the lowest mean which is 2.36 with verbal interpretation of disagree. This suggests that respondents generally disagreed or felt uncertain about the adequacy of assistive technology and resources in the classroom for supporting students with special needs. This finding highlights a potential area for improvement in terms of providing necessary tools and resources to create an inclusive learning environment.

Campado et al. (2023) found that interactive multimedia and conventional technology are currently accessible assistive technologies. Despite the use of educational apps and high-tech tools, their usage remains restricted. Special education teachers that instruct learners with learning support educational needs (LSENs) utilize assistive technology

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(AT) as a valuable tool for reinforcing learning, deriving satisfaction from teaching, and fostering motivation among the learners. However, this inadvertently results in learners becoming excessively focused on technology. SPED teachers face a variety of challenges, including insufficient resources, disruptive behavior by learners during instruction, technology issues, and inadequate skill mastery.

3.2.2.2 Classroom Inclusive Emotional Space

Classroom emotional space refers to the collective emotional atmosphere within a learning environment, encompassing the feelings, interactions, and relationships among students and educators. It is characterized by a sense of safety, trust, and support that fosters students' emotional well-being and engagement in learning. Creating a positive emotional space involves acknowledging and validating students' emotions, promoting empathy and understanding, and cultivating a culture of respect and inclusivity. A supportive emotional environment encourages students to express themselves authentically, take academic risks, and develop essential social-emotional skills such as self-awareness, self-regulation, and interpersonal communication. Republic Act 11650 or the Inclusive Education Act of 2021, signed by President Rodrigo Duterte, promotes acceptance and due respect to all students including learners with disabilities. So, providing a classroom inclusive emotional space that is acceptable is a step to achieve this goal.

Table 8. Classroom Inclusive Emotional Space

Indicators	*Mean*	*Verbal Description*	*Interpretation*
The classroom environment fosters a sense of acceptance and belonging for students with special needs.	4.00	Agree	Good
Teachers in the classroom demonstrate empathy and understanding towards students' emotional needs.	4.29	Strongly Agree	Very Good
Peer interactions in the classroom are characterized by respect and support for students with special needs.	4.00	Agree	Good
The classroom culture promotes positive self-esteem and self-confidence among students with special needs.	3.57	Agree	Good
Students feel comfortable expressing their emotions and seeking support from teachers and peers when needed.	4.36	Strongly Agree	Very Good
The emotional climate of the classroom encourages open communication and collaboration among students of all abilities.	3.86	Agree	Good
Teachers actively address instances of bullying or discrimination towards students with special needs.	4.14	Agree	Good
The classroom environment promotes a sense of safety and security for students with disabilities to take risks and learn from mistakes.	4.00	Agree	Good

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Students with special needs receive individualized emotional support and encouragement from teachers.	4.00	Agree	Good
The emotional atmosphere of the classroom enhances the overall well-being and academic success of students with special needs.	3.79	Agree	Good
Grand Mean	**4.40**	**Agree**	**Good**

Data on the table reveal that the respondents strongly agree with the teachers in the classroom demonstrate empathy and understanding towards students' emotional needs ($\overline{x}$ = 4.29) which is interpreted as very good. Another one is that respondents strongly agreed is that students feel comfortable expressing their emotions and seeking support from teachers and peers when needed ($\overline{x}$ = 4.36) which is interpreted as very good. In addition, the respondents agreed that classroom environment fosters a sense of acceptance and belonging for students with special needs ($\overline{x}$ = 4.00) which is interpreted as good. Then the respondents also, agreed that Peer interactions in the classroom are characterized by respect and support for students with special needs ($\overline{x}$ = 4.00) which is interpreted as good. As well as the classroom culture promotes positive self-esteem and self-confidence among students with special needs respondents agree ($\overline{x}$ = 3.37) which is interpreted as good. Additionally, the respondents agree that the emotional climate of the classroom encourages open communication and collaboration among students of all abilities ($\overline{x}$ = 3.86) which is interpreted as good. The respondents also agreed with teachers actively address instances of bullying or discrimination towards students with special needs ($\overline{x}$ = 4.14) which is interpreted as good. Besides the repondents agreed with the classroom environment promotes a sense of safety and security for students with disabilities to take risks and learn from mistakes ($\overline{x}$ = 4.00) which is interpreted as good. Moreover the respondents agreed with students with special needs receive individualized emotional support and encouragement from teachers ($\overline{x}$ = 4.00) which is interpreted as good. On top of that, the respondents agreed that the emotional atmosphere of the classroom enhances the overall well-being and academic success of students with special needs ($\overline{x}$ = 3.79) which is interpreted as good.

Responses to the teaching practices within the inclusive classroom in learning environment in terms of classroom inclusive emotional space had a grand mean of 3.15 which is verbally interpreted as agree. Statement 2, "Teachers in the classroom demonstrate empathy and understanding towards students' emotional needs," got the highest mean of 4.00 which is interpreted as strongly agree. This suggests that educators are perceived as being highly empathetic and supportive in addressing the emotional well-being of students within the inclusive classroom setting.

To foster mental health and well-being, it is necessary to develop and improve adult social emotional abilities such as self-awareness, emotion regulation, empathy, and interpersonal skills. Additionally, it is important to cultivate a healthy balance of positive and negative emotions, practice self-care, and enhance self-efficacy. Research reveals that social-emotional competences effectively reduce stress and have a strong correlation with mental health. Studies suggest that educators with higher social-emotional competence (SEC) experience more favorable student-teacher interactions and demonstrate more efficient classroom management (Jennings et al., 2017). Furthermore, they possess superior capabilities to instruct and exemplify social-emotional aptitudes for pupils, as well as to assist students facing emotional difficulties (Braun et al., 2019).

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While the statement that got the lowest mean was statement 4, "The classroom culture promotes positive self-esteem and self-confidence among students with special needs," which got 3.57 mean and verbal interpretation of agree. This indicates that while there is general agreement on the positive impact of the classroom culture in fostering self-esteem and self-confidence, there may be some room for improvement in this aspect compared to the demonstration of empathy and understanding.

Effective classroom management entails teachers establishing norms and order, implementing appropriate techniques to prevent student behavior issues, and optimizing time spent on tasks. Gaining insight into the underlying causes of disruptions in the classroom can greatly enhance the effectiveness of behavior management strategies. For instance, if teachers observe signs of student boredom, they may opt to employ an alternative teaching method to prevent pupils from engaging in unproductive activities. However, as demonstrated by this study's findings, successful classroom management may rely less on teacher empathy than on emotional support. Classroom management encompasses other aspects that extend beyond empathy, such as efficient time utilization and the implementation of regulations. (Aelterman et al., 2019).

3.2.2 Practices within the Inclusive Classroom in Fostering Holistic Supports

Teaching practices within inclusive classrooms that foster holistic support encompass a range of strategies designed to meet the academic, social, emotional, and physical needs of all students. By adopting these practices, educators can create a more inclusive and supportive learning environment that benefits every student.

3.2.2.1 Collaboration among Special Education Professionals

Collaboration among special education professionals is essential for ensuring the success and well-being of students with diverse learning needs. This collaborative approach involves teamwork and communication among educators, specialists, administrators, and other stakeholders to provide comprehensive support and services to students with disabilities. By working together, special education professionals can share expertise, resources, and strategies to develop individualized education plans (IEPs), implement evidence-based interventions, and address the unique needs of each student.

Table 9. Collaboration among Special Education Professionals

Indicators	Mean	Verbal Description	Interpretation
Collaboration between regular education teachers and special education professionals enhances the overall learning experience for students with special needs.	2.43	Disagree	Poor
Regular education teachers and special education professionals effectively communicate and share information about students' Individualized Education Programs (IEPs) and accommodations.	3.29	Neutral	Acceptable
Special education professionals actively participate in team meetings and planning sessions with regular education teachers to address the diverse needs of students with disabilities.	3.07	Neutral	Acceptable
Collaboration among special education professionals	2.14	Disagree	Poor

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and other support staff (e.g., speech therapists, occupational therapists) is integral to providing comprehensive support for students with special needs.			
Special education professionals provide valuable insights and expertise that contribute to the development and implementation of effective instructional strategies for students with disabilities.	2.29	Disagree	Poor
Regular education teachers and special education professionals work together to create a supportive and inclusive classroom environment that accommodates the diverse needs of all students.	2.71	Neutral	Acceptable
Collaboration among special education professionals and school administrators facilitates the allocation of resources and support services for students with special needs.	2.50	Neutral	Acceptable
Regular education teachers and special education professionals engage in ongoing professional development opportunities to enhance their collaborative skills and knowledge in supporting students with disabilities.	2.93	Neutral	Acceptable
Special education professionals provide timely feedback and guidance to regular education teachers on implementing accommodations and modifications for students with special needs.	3.36	Neutral	Acceptable
Collaboration between special education professionals and other stakeholders positively impacts the academic and social-emotional outcomes of students with special needs in inclusive settings.	3.64	Agree	Good
Grand Mean	**2.84**	**Neutral**	**Acceptable**

Data on the table shows that the Collaboration to Special Education Professionals under the Collaboration between special education professionals and other stakeholders positively impacts the academic and social-emotional outcomes of students with special needs in inclusive settings the respondents agreed ($\overline{x}$ =3.64) which is interpreted as good. Under the Regular education teachers and special education professionals effectively communicate and share information about students' Individualized Education Programs (IEPs) and accommodations the respondents has a neutral stance agreed ($\overline{x}$ =3.29) which is interpreted as acceptable. Also, the respondents have a neutral stance in Special education professionals actively participate in team meetings and planning sessions with regular education teachers to address the diverse needs of students with disabilities ($\overline{x}$ =3.07) which is interpreted as acceptable. In addition, regular education teachers and special education professionals work together to create a supportive and inclusive classroom environment that accommodates the diverse needs of all students which the respondents have also a neutral stance ($\overline{x}$ =2.17) which is interpreted as acceptable. Moreover, collaboration between special education professionals and school administrators facilitates the allocation of resources and support services for students with special needs which the respondents have a neutral stance

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stance ($\overline{x}$ =2.50) which is interpreted as acceptable. Besides, the respondents also have a neutral stance in regular education teachers and special education professionals engage in ongoing professional development opportunities to enhance their collaborative skills and knowledge in supporting students with disabilities ($\overline{x}$ =2.93) which is interpreted as acceptable. As well as special education professionals provide timely feedback and guidance to regular education teachers on implementing accommodations and modifications for students with special needs that respondents have also a neutral stance ($\overline{x}$ =3.36) which is interpreted as acceptable. While under the collaboration between regular education teachers and special education professionals enhances the overall learning experience for students with special needs the respondents disagree ($\overline{x}$ =2.43) which is interpreted as poor. In addition, the respondents also disagree with collaboration between special education professionals and other support staff (e.g., speech therapists, occupational therapists) is integral to providing comprehensive support for students with special needs ($\overline{x}$ =2.14) which is interpreted as poor. Lastly, the respondents also disagree with special education professionals provide valuable insights and expertise that contribute to the development and implementation of effective instructional strategies for students with disabilities ($\overline{x}$ =2.29) which is interpreted as poor.

Responses to level of teaching practices within the inclusive classroom in fostering holistic supports in terms of collaboration to special education professionals had a grand mean of 2.84 and a verbal interpretation as neutral. The statement that got the highest mean was Statement 10, "Collaboration between special education professionals and other stakeholders positively impacts the academic and social-emotional outcomes of students with special needs in inclusive settings. However, the statement that got the lowest mean was statement 4, "Collaboration between special education professionals and other support staff (e.g., speech therapists, occupational therapists) is integral to providing comprehensive support for students with special needs,".

Overall, findings implies that while there is recognition of the positive impact of collaboration with stakeholders, there seems to be a discrepancy in the perceived importance of collaboration with support staff in the provision of comprehensive support for students with special needs. Vlcek & Somerton (2023) investigate the importance of successful collaboration among multiple stakeholders in promoting students with disabilities' developmental and educational possibilities and outcomes. Their study utilized a scoping review methodology to examine the extent to which collaborative involvement occurs between teachers, families, and/or allied health professionals. The findings contribute to the current body of literature on the collaborative involvement of teachers and other stakeholders in supporting students with disabilities. The study scrutinizes the elements that foster or obstruct collaboration, along with the acknowledged potential advantages. This article contributes to the expanding collection of literature on the concept of collaborative engagement among stakeholders who provide support to students with disabilities. Additionally, it offers suggestions for scholars and policymakers to further enhance their understanding and support of this crucial endeavor.

3.2.2.2 Communication and Supporting Staff

Effective communication is paramount in supporting staff members within any organization, including educational institutions. Clear and open communication channels facilitate the dissemination of information, exchange of ideas, and resolution of issues, ultimately fostering a positive and collaborative work environment. Supporting staff through communication involves actively listening to their concerns, providing constructive feedback, and offering guidance and resources to address challenges. It also entails recognizing and celebrating their achievements, fostering a sense of belonging and appreciation. Additionally,

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transparent communication about organizational goals, policies, and expectations helps staff members feel informed and engaged in their roles. Vlcek & Somerton (2023).

Table 10. Communication and Supporting Staff

Indicators	*Mean*	*Verbal Description*	*Interpretation*
Regular education teachers and support staff effectively communicate with each other regarding the specific needs and accommodations of students with special needs.	3.79	Agree	Good
Support staff promptly respond to requests for assistance from regular education teachers in addressing the needs of students with special needs.	3.29	Neutral	Acceptable
Communication channels between support staff and special education professionals are clear and accessible, facilitating collaboration in meeting the needs of students with special needs.	3.29	Neutral	Acceptable
Support staff actively engage in professional development opportunities to enhance their knowledge and skills in supporting students with special needs.	3.57	Agree	Good
Regular education teachers and support staff work collaboratively to implement accommodations and modifications outlined in students' Individualized Education Programs (IEPs).	3.14	Neutral	Acceptable
Support staff provide valuable assistance and guidance to regular education teachers in adapting instructional materials and activities for students with special needs.	3.21	Neutral	Acceptable
Communication between support staff and parents/guardians of students with special needs is effective, ensuring that pertinent information is shared and understood.	3.29	Neutral	Acceptable
Regular education teachers and support staff collaborate to create a supportive and inclusive classroom environment that fosters the academic and social-emotional development of all students.	3.71	Agree	Good
Support staff demonstrate a proactive approach in identifying and addressing the needs of students with special needs, contributing to their overall success in the classroom.	2.43	Disagree	Poor
Effective communication and collaboration among support staff positively impact the educational experience and outcomes of students with special needs in inclusive settings.	3.93	Agree	Good
Grand Mean	**3.36**	**Neutral**	**Acceptable**

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On the other hand the data on the table shows that the Communication and Support Staff the respondents have a neutral stance ($\overline{x}$ =3.36) which is interpreted as acceptable. Also, the respondents has agree that regular education teachers and support staff effectively communicate with each other regarding the specific needs and accommodations of students with special needs ($\overline{x}$ =3.76) which is interpreted as good. The respondents also agree that support staff actively engage in professional development opportunities to enhance their knowledge and skills in supporting students with special needs ($\overline{x}$ =3.37) which is interpreted as good. Additionally, they also agree that regular education teachers and support staff collaborate to create a supportive and inclusive classroom environment that fosters the academic and social-emotional development of all students ($\overline{x}$ =3.37) which is interpreted as good. As well as respondents agree with effective communication and collaboration among support staff positively impact the educational experience and outcomes of students with special needs in inclusive settings. Regarding with the support staff promptly respond to requests for assistance from regular education teachers in addressing the needs of students with special needs, the respondents has a neutral stance ($\overline{x}$ =3.29) which is interpreted as acceptable. Besides, they also have a neutral stance about Communication channels between support staff and special education professionals are clear and accessible, facilitating collaboration in meeting the needs of students with special needs ($\overline{x}$ =3.29) which is interpreted as acceptable. Furthermore, they also have neutral stance in regular education teachers and support staff work collaboratively to implement accommodations and modifications outlined in students' Individualized Education Programs (IEPs) ($\overline{x}$ =3.14) which is interpreted as acceptable. Moreover, they also have a neutral stance in communication between support staff and parents/guardians of students with special needs is effective, ensuring that pertinent information is shared and understood. When it comes to support staff demonstrate a proactive approach in identifying and addressing the needs of students with special needs, contributing to their overall success in the classroom, respondents have disagree ($\overline{x}$ =2.43) which is interpreted as poor.

Among the 10 statements, statement 10, "Effective communication and collaboration among support staff positively impact the educational experience and outcomes of students with special needs in inclusive settings," had the highest mean of 3.93 and a verbal interpretation as agree, indicating that respondents generally agreed with the importance of communication among support staff in improving outcomes for students with special needs.

Educators and peers have various options for how they can react to communication. This includes the act of expressing behavior through speech, enhancing or prolonging the exchange of information. During an art exercise, if a student chooses yellow paint when given options, the teacher can acknowledge this behavior by remarking, "Oh, you have a preference for the yellow paint," and then give the student yellow paint. Partners can enhance student communication by incorporating additional vocabulary or details. For example, if the student indicates their choice of a ball during physical education by pointing and uttering the word "ball," a peer can provide a more specific response by replying, "You desire the basketball." Ultimately, educators and peers have the ability to expand communication (Douglas & Gerde, 2019).

While the statement that got the lowest mean which is 2.43 was statement 9, "Support staff demonstrate a proactive approach in identifying and addressing the needs of students with special needs, contributing to their overall success in the classroom," which is verbally interpreted as disagree. This suggests that respondents disagreed or were uncertain about the proactive approach of support staff in addressing the needs of students with special needs, which could potentially impact their success in the classroom.

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In order to enhance the efficiency of providing services to students with disabilities in schools, it is crucial to comprehend the responsibilities and requirements of school personnel. Anaby et al. (2020) conducted a study to elucidate the optimal and current responsibilities of school personnel, including teachers, special educators, and administrators, who interact with students with special needs. Additionally, the study sought to suggest feasible approaches to bolstering these functions. Participants in the survey expressed their belief that professional support relevant to their work environment, ongoing education, opportunities for collaboration, including working with families, and access to necessary resources can enhance their roles. The need to define and communicate duties and expectations within a hierarchical framework to effectively assist students was also highlighted, underscoring the need to distribute tasks across all service providers. The findings provide guidance for creating strategies and processes to deliver excellent services, thereby facilitating student inclusion.

3.2.2.3 Stakeholder's Involvement

Stakeholder involvement is essential in education as it ensures that the needs, perspectives, and interests of all relevant parties are considered in decision-making processes. Stakeholders in education can include students, parents, teachers, administrators, policymakers, community members, and other individuals or groups with a vested interest in the success of the educational system. Involving stakeholders in decision-making fosters transparency, accountability, and trust, as it allows for their voices to be heard and their concerns addressed. Moreover, stakeholder involvement promotes collaboration and cooperation, leading to more effective and sustainable solutions to educational challenges.

Table 11. Stakeholder's Involvement

Indicators	*Mean*	*Verbal Description*	*Interpretation*
Parents/guardians of students with special needs are actively involved in the development of Individualized Education Programs (IEPs) and decision-making processes regarding their child's education.	2.36	Disagree	Poor
School administrators demonstrate a commitment to inclusive education by providing adequate resources and support for students with special needs.	3.36	Neutral	Acceptable
Community members participate in school activities and initiatives aimed at promoting inclusivity and supporting students with disabilities.	3.71	Agree	Good
Stakeholders, including parents, teachers, administrators, and community members, collaborate to create a welcoming and supportive school environment for students with special needs.	3.86	Agree	Good
Parents/guardians of students with special needs are encouraged to provide feedback and suggestions for improving the inclusive education program at the school.	2.29	Disagree	Poor
School policies and procedures reflect a commitment to inclusivity and prioritize the needs	4.14	Agree	Good

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of students with disabilities.			
Stakeholders actively participate in workshops, seminars, and training sessions focused on supporting students with special needs in an inclusive setting.	3.64	Agree	Good
School leadership promotes a culture of collaboration and shared responsibility among stakeholders to ensure the success of students with special needs.	4.14	Agree	Good
Stakeholders demonstrate a mutual understanding of the importance of inclusive education and work together to address challenges and barriers faced by students with disabilities.	3.29	Neutral	Acceptable
Stakeholder involvement positively impacts the effectiveness of inclusive education programs and contributes to the academic and social-emotional growth of students with special needs.	3.93	Agree	Good
Grand Mean	**3.47**	**Neutral**	**Acceptable**

Moreover, responses on the level of teaching practices within the inclusive classroom in fostering holistic supports in terms of stakeholder's involvement had a grand mean of 3.47 which is verbally interpreted acceptable. The statement "Community members participate in school activities and initiatives aimed at promoting inclusivity and supporting students with disabilities" the respondent agree ($\bar{x}$ =3.71) which is interpreted as good. Also, the respondent agree that stakeholders, including parents, teachers, administrators, and community members, collaborate to create a welcoming and supportive school environment for students with special needs ($\bar{x}$ =3.86) which is interpreted as good. Besides, the respondents also agree that school policies and procedures reflect a commitment to inclusivity and prioritize the needs of students with disabilities needs ($\bar{x}$ =4.14) which is interpreted as good. Additionally, they also agree that the Stakeholders actively participate in workshops, seminars, and training sessions focused on supporting students with special needs in an inclusive setting ($\bar{x}$ = 3.64) which is interpreted as good. As well as the respondents agree that school leadership promotes a culture of collaboration and shared responsibility among stakeholders to ensure the success of students with special needs ($\bar{x}$ = 4.14) which is interpreted as good. Moreover, the respondents agree that stakeholder involvement positively impacts the effectiveness of inclusive education programs and contributes to the academic and social-emotional growth of students with special needs ($\bar{x}$ = 3.93) which is interpreted as good. With school administrators demonstrate a commitment to inclusive education by providing adequate resources and support for students with special needs the respondents have a neutral stance ($\bar{x}$ = 3.36) which is interpreted as acceptable. Also with stakeholders demonstrate a mutual understanding of the importance of inclusive education and work together to address challenges and barriers faced by students with disabilities, respondents also have a neutral stance ($\bar{x}$ = 3.29) which is interpreted as acceptable. The respondents disagree with parents/guardians of students with special needs are actively involved in the development of Individualized Education Programs (IEPs) and decision-making processes regarding their child's education ($\bar{x}$ = 2.36) which is interpreted as poor. Additionally, the respondents also disagree with parents/guardians of students with special needs are encouraged to provide feedback and suggestions for

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improving the inclusive education program at the school ($\bar{x}$ = 2.29) which is interpreted as poor.

This suggests that respondents highly value inclusive policies and supportive leadership in creating an environment where all students, including those with special needs, can succeed. Lambrecht et al. (2020) asserted that the primary objective of inclusive schooling is to promote fairness by providing the highest quality education to every student. An instrument utilized for the implementation of personalized education is known as an individualized education plan (IEP). The Individualized Education Program necessitates collaboration between special education and general education teachers. Research on school leadership has established a correlation between leadership styles and the extent to which school leaders utilize their authority to promote collaboration.

However, the statement that got the lowest mean was statement 5, "Parents/guardians of students with special needs are encouraged to provide feedback and suggestions for improving the inclusive education program at the school," which got 2.29 mean and verbal interpretation as disagree, indicating that respondents either disagreed or were uncertain about the level of encouragement provided to parents/guardians for their involvement in improving the inclusive education program. School administrators and teachers play crucial roles in fostering parental engagement within the school system. Yulianti et al. (2020) conducted a study with the objective of examining the methods used by school leaders and instructors to foster parental engagement in their children's education. The study's findings indicated that there were no substantial direct impacts of transformational leadership on parental involvement. Teacher invitations had a notable impact on parental involvement. Specifically, the act of inviting teachers played a significant role in fostering parental involvement in the school setting. This included tasks like enlisting parents as volunteers and engaging them in the process of making important school decisions.

Qualitative Segment

Differentiated Instruction to Meet the Different Learning Needs of Students with Special Needs

Figure 3 presents the thematic analysis findings centered around the theme of **Responsive Teaching Practices**, derived from qualitative data collected through semi-structured interviews. The first category, ***Instructional Adaptations and Differentiation***, encapsulates the varied strategies employed by educators to cater to the diverse needs of students within the inclusive classroom setting. This category is characterized by a multifaceted approach, including individualized instruction to meet specific student needs, treating each student as a regular member of the classroom community to promote inclusivity, providing different instructional methods to accommodate diverse learning preferences, incorporating sensory activities to engage students with different learning modalities, tailoring instruction based on students' unique learning styles, utilizing manipulative and hands-on materials to facilitate understanding, and implementing game-based approaches to make learning more interactive and enjoyable. Tomlinson et al. (2020)

The next category was ***Equitable Treatment***, the analysis highlights the importance of fairness and equality in the treatment of all students. Within this category, educators aim to ensure equal opportunities and support for every student, regardless of their background or ability level. This involves providing equitable access to resources, opportunities, and support services. Additionally, regular assessment practices are emphasized to monitor student progress objectively and identify areas where additional support may be needed. By prioritizing equitable treatment and assessment practices, educators strive to create an inclusive and supportive learning environment where every student has the opportunity to thrive. (Ladson, 2018)

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Lastly, the category of ***Engaging Instruction*** underscores the significance of creating dynamic and stimulating learning experiences that captivate students' interest and foster active participation. This category encompasses various strategies such as designing interactive and engaging activities that promote hands-on learning experiences, incorporating visual aids such as pictures and charts to enhance understanding and retention of concepts, and offering a wide selection of resources to cater to diverse learning preferences and interests. By employing engaging instructional approaches, educators aim to cultivate a positive and supportive learning environment that encourages student curiosity, exploration, and active engagement in the learning process.

Overall, the figure provides a comprehensive overview of the responsive teaching practices employed by educators within the inclusive classroom setting, encompassing instructional adaptations and differentiation, equitable treatment, and engaging instruction. These findings underscore the proactive efforts of educators to meet the diverse needs of students, promote equity and inclusivity, and create engaging and meaningful learning experiences that support student success and well-being.

Question 1: What categories were employed in differentiated instruction to meet the different learning needs of students with special needs?			
Participants ID	**Key points**	**Code**	**Category**
Competent	using manipulative and graphic organizer	Sensory activities	Engaging Instruction
Dedicated	provide activities in accordance with their needs	Individualized instruction	Instructional adaptations and differentiation
Diligent	pagbibigay ng iba't ibang activities dipende sa kanilang kakayahan	Individualized instruction	Instructional adaptations and differentiation
Devoted	giving other activity	Other activities	Instructional adaptations and differentiation
Eager	modification of instructional materials	Individualize instruction	Engaging Instruction
Experienced	treat learners as a regular students	Equal treatment	Equitable Treatment
Friendly	Use variety of learning materials and resources	Wide selection of materials	Engaging Instruction
Insightful	Giving activities depends on students strength	Individualize instruction	Instructional adaptations and differentiation
Kind	Regular assessment	Assessment	Equitable Treatment
Organized	Break down complex ideas	Deductive method	Instructional adaptations and differentiation

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Passionate	Adjust instruction	Modification of instruction	Instructional adaptations and differentiation
Proficient	Interactive and engaging activities.. tulad ng game-based learning activities	Experiential Learning	Engaging Instruction
Punctual	Treat students as a regular one	Acceptance	Equitable Treatment
Meticulous	Appropriate activities	Individualized instruction	Instructional adaptations and differentiation

Theme: Responsive Teaching practices on Individualized Instruction

Ways to Make Sure Students with Special Needs Get the Help they need

The theme of Monitoring Student Progress, underscores three distinct categories: Creating a Supportive Environment, Student Progress Monitoring and Feedback, and Classroom Management and Setup.

Creating a Supportive Environment was the first category which emphasizes the importance of fostering a conducive atmosphere that facilitates student progress monitoring. Respondents emphasized the need for a supportive classroom atmosphere, where students feel comfortable, motivated, and valued. This includes involving parents in the monitoring process, as their collaboration and support can greatly contribute to student success. Additionally, respondents highlighted the significance of educators familiarizing themselves with the specific disabilities or challenges faced by students, enabling them to provide appropriate support and accommodations to facilitate progress monitoring effectively.

Student Progress Monitoring and Feedback was the next category which focuses on the practical strategies employed to track student progress and provide timely feedback. Respondents emphasized the importance of providing organized instruction that is tailored to students' individual needs and learning styles. This involves giving students enough time to complete tasks and assignments, as well as providing follow-ups to assess their understanding and progress. Respondents also highlighted the importance of giving all students equal opportunities to participate and succeed, ensuring that progress monitoring is fair and inclusive. Furthermore, continuous assessment is the key to identifying learning gaps early on, allowing teachers to provide targeted intervention and adjust instruction.

The final category, Classroom Management and Setup, highlights the role of effective classroom management practices and physical environment setup in facilitating student progress monitoring. Respondents emphasized the importance of continuous monitoring of students' performance and behavior, enabling educators to identify areas of improvement and provide necessary support. Additionally, respondents highlighted the importance of providing feedback from parents, as their input can offer valuable insights into students' progress and needs. Furthermore, respondents emphasized the significance of optimizing the classroom setup to promote an environment conducive to learning and progress monitoring, ensuring that students have access to the resources and support they need to succeed.

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The results shows the multifaceted nature of monitoring student progress, which involves creating a supportive environment, implementing effective progress monitoring and feedback strategies, and optimizing classroom management and setup. By employing these strategies, educators can effectively monitor student progress, identify areas for improvement, and provide targeted support to ensure that all students have the opportunity to achieve their full potential. Responsive teaching practices are essential for effective individualized instruction since they allow educators to adapt their teaching strategies to meet the individual needs of each learners. By continuously adapting their teaching methods to meet the diverse needs of students, educators can foster a more inclusive and supportive learning environment. Results findings emphasize the need for systemic support and resources to enable teachers to implement these practices successfully. Professional development and ongoing training were highlights in this result.

Question 2: In an inclusive classroom, how do you make sure students with special needs get the help they need?			
Participants ID	**Key points**	**Code**	**Category**
Competent	Teachers can see improvement	Observation	Student Progress Monitoring and Feedback
Dedicated	Giving spare time	Supportive Learning Environment	Creating Supportive Learning Environment
Diligent	Putting children sa harap ng klase	Classroom Setup	Classroom management and Setup
Devoted	They behave during classes	Students' behavior	Creating support
Eager	Through monitoring inside the classroom	Student monitoring	Student Progress Monitoring and Feedback
Experienced	Giving them enough time	Respect for the learners	Creating Supportive Learning Environment
Friendly	All students should have an equal access	Equal access	Creating Supportive Learning Environment
Insightful	Teachers needs to follow-up their students work	Fallow up students work	Student Progress Monitoring and Feedback
Kind	Involve parents as partners in their child's education	Parental Involvement	Classroom management set-up
Organized	Foster a supportive classroom atmosphere	Cultivating community	Creating Supportive

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			Learning Environment
Passionate	Feedback from the students	Monitoring student progress	Student Progress Monitoring and Feedback
Proficient	Create an inclusive learning environment	For all	Creating Supportive Learning Environment
Punctual	Based from the assessment make an align activities	Individualizesd instruction	Student Progress Monitoring and Feedback
Meticulous	Practice consistency	Consistency	Creating Supportive Learning Environment

Theme: Student Progress monitoring and feedback

Ways to Make Classroom a Place Where All Students Feel Welcome, Supported, and Encouraged to Participate

The theme of Holistic Approach, derived from four distinct categories: Promoting Inclusivity and Diversity, Professional Development and Collaboration, Creating a Supportive Learning Environment, and Engaging Instructional Strategies.

The first category, Promoting Inclusivity and Diversity, underscores the importance of creating an inclusive and diverse learning environment where all students feel valued and respected. Respondents emphasized the need to promote inclusivity by fostering a culture of acceptance and belonging within the school community. This includes promoting respect for diversity and ensuring equal opportunities for all students, regardless of their background or characteristics. Creating a child-friendly school environment that accommodates the unique needs of every student was also highlighted as a key aspect of promoting inclusivity and diversity.

The second category, Professional Development and Collaboration, focuses on the importance of ongoing professional development and collaborative efforts among educators to support holistic student development. Respondents emphasized the value of engaging in continuous professional development activities to enhance their knowledge, skills, and practices. Collaborative tasks and initiatives among educators were also identified as effective strategies for sharing best practices, fostering innovation, and supporting each other in addressing the diverse needs of students.

The third category, creating a Supportive Learning Environment, highlights the significance of establishing a safe, positive, and supportive learning environment conducive to student growth and well-being. Respondents emphasized the importance of creating a safe space where students feel comfortable expressing themselves and taking risks in their learning. Positive communication with students, providing emotional and academic support, and establishing clear classroom rules and expectations were identified as essential elements in creating a supportive learning environment that promotes student success and overall well-being.

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The final category, Engaging Instructional Strategies, underscores the importance of implementing interactive and engaging instructional approaches to enhance student learning and motivation. Respondents highlighted the value of incorporating interactive activities that promote active participation and collaboration among students. Group activities were also identified as effective instructional strategies that foster teamwork, communication skills, and peer learning. By implementing engaging instructional strategies, educators can create dynamic and stimulating learning experiences that cater to the diverse needs and interests of students, ultimately promoting holistic student development.

Overall, the results reveals the importance of a holistic approach to education, which encompasses promoting inclusivity and diversity, fostering professional development and collaboration among educators, creating a supportive learning environment, and implementing engaging instructional strategies. By addressing these key aspects, educators can create a comprehensive educational experience that nurtures the intellectual, social, emotional, and physical well-being of all students.

Question 3: How do you make the classroom a place where all students feel welcome and supported and where they are encouraged to participate?			
Participants ID	**Key points**	**Code**	**Category**
Competent	Teacher should educate themselves about Inclusive Education	Professional Development	Professional Development
Dedicated	Create a child friendly and free from bullying school or classroom	Child Friendly environment	Promoting Inclusivity and Diversity
Diligent	Make activities that are engaging and fun	Interactive Activities	Engaging Instructional Strategies
Devoted	Encourage them to participate in group activities	Collaborative task	Engaging Instructional Strategies
Eager	By practicing equality inside the classroom	Equal opportunities	Promoting Inclusivity and Diversity
Experienced	Encourage to participate in a group activities	Collaborative task	Professional Development and Collaboration
Friendly	Students with disabilities and regular students should work together	Collaborative task	Engaging Instructional Strategies
Insightful	Make the classroom more child-friendly	Child friendly	Creating Supportive Learning Environment

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Kind	Create a supportive and safe learning environment	Supportive learning environment	Creating Supportive Learning Environment
Organized	Emphasis in the importance of differences	Respect differences	Promoting Inclusivity and Diversity
Passionate	By celebrating my pupils' cultural backgrounds	Respect Diversity	Promoting Inclusivity and Diversity
Proficient	Making classroom feel welcome nothing beats positive communication	Positive reinforcement	Creating Supportive Learning Environment
Punctual	Giving student praises	Words of affirmation	Creating Supportive Learning Environment
Meticulous	Providing group activities	Group activities	Engaging Instructional Strategies

Theme: Holistic Approach on creating a supportive learning environment

Ways to Work Together with People who Work in Special Education or with Support Staff to Meet the Needs of Students with Special Needs

This figure presents the thematic analysis findings centered on the theme of Strengthening Inclusive Practices, derived from three distinct categories: Peer Support and Collaborative Learning, Professional Development and Support Networks, and Targeted Intervention and Support Programs.

Peer Support and Collaborative Learning underscores the importance of leveraging peer support and collaborative learning strategies to enhance inclusive practices in education. Respondents highlighted the effectiveness of peer tutoring, where students support each other's learning through structured tutoring sessions. Additionally, one-on-one support from paraprofessionals was identified as a valuable resource in providing individualized support to students with special educational needs (SEN). Coaching and mentoring initiatives were also recognized as beneficial in supporting educators in implementing inclusive practices effectively. Moreover, collaboration with SEN teachers was emphasized as essential for sharing expertise, resources, and strategies to support the diverse needs of students in inclusive classrooms.

Professional Development and Support Networks focuses on the role of ongoing professional development and support networks in strengthening inclusive practices. Respondents highlighted the importance of communication with NFAT (Needs and Feasibility Assessment Team) coordinators, who play a key role in coordinating support services and resources for students with Special Needs (SEN). Participation in learning action cells (LAC), which are collaborative groups focused on addressing specific educational challenges, it is designed to improve teaching practices and ultimately enhance student learning outcomes,

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was identified as a valuable professional development opportunity for educators. Additionally, division seminars were recognized as important platforms for sharing best practices, learning new strategies, and networking with colleagues to enhance inclusive practices within educational settings.

Targeted Intervention and Support Programs underscores the importance of implementing targeted intervention and support programs to address the diverse needs of students in inclusive classrooms. Respondents highlighted the effectiveness of focused group discussions, where small groups of students receive targeted support and instruction tailored to their specific needs. During the said focused group discussion educators can create intervention materials that are suited to the strength and needs of students with special needs. Remedial classes were also identified as valuable intervention programs aimed at providing additional support and instruction to students who may be struggling academically or socially. These targeted intervention and support programs play a crucial role in addressing the individual needs of students and promoting their academic and social-emotional development within inclusive educational settings.

Overall, the results reveals the importance of leveraging peer support and collaborative learning, engaging in ongoing professional development such as attending LAC session, SLAC, and Division training and support networks, and implementing targeted intervention and support programs to strengthen inclusive practices in education. By addressing these key areas, educators can create inclusive learning environments that support the diverse needs of all students and promote their overall academic and social-emotional development.

Question 4: How do you work together with people who work in special education or with support staff to meet the needs of students with special needs?			
Participants ID	**Key points**	**Code**	**Category**
Competent	By having effective communication channels and collaboration	Communication and collaboration	Peer Support and Collaboration Learning
Dedicated	By attending Inclusive seminars by attending Division seminars	Seminars	Peer Support and Collaboration Learning
Diligent	Attending Focus Group Discussion	Focus group discussion	Peer Support and Collaboration Learning
Devoted	Attending seminars and FGD	FGD Seminars	Peer Support and Collaboration Learning
Eager	Focus Group Discussion and remedial Classes	FGD Remedial Classes	Targeted Intervention and Support Programs
Experienced	Division training	Training	Professional Development and Support Networks

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Friendly	Open communication and coaching and mentoring	Mentoring	Peer Support and Collaboration Learning
Insightful	By attending seminars with special education specialist	Seminars	Peer Support and Collaboration Learning
Kind	LAC session and FGD	Trainings	Targeted Intervention and Support Programs
Organized	Sharing strategies and techniques that work well with specific students	Collaborative Learning	Peer Support and Collaboration Learning
Passionate	Use flexible groupings strategies such as peer tutoring and seek help from professionals	Peer tutoring	Professional Development and Support Networks
Proficient	Communication with MFAT coor	Collaborative Learning	Professional Development and Support Networks
Punctual	Attending FGD and LAC session	Collaborative Learning	Peer Support and Collaboration Learning
Meticulous	Having effective communication with colleagues	Open communication	Peer Support and Collaboration Learning

Theme: Strengthening Inclusive Practices

Evidences of When Students with Special Needs Did Better in School after Getting Differentiated Teaching or Individualized Support

The thematic analysis findings centered on the theme of Holistic Approaches to Inclusive Education, derived from four distinct categories: Instructional Strategies, Supportive Environment, Time Management and Behavior Management, and Engagement and Participation.

The first category, Instructional Strategies, highlights the importance of employing diverse and flexible teaching methods to meet the needs of all learners in inclusive educational settings. Respondents emphasized the effectiveness of hands-on activities, which provide students with opportunities for active learning and engagement. Additionally, individualized instruction was identified as a key strategy for addressing the unique learning needs of students with diverse abilities and backgrounds. By implementing a variety of instructional strategies, educators can create dynamic and inclusive learning environments that cater to the diverse needs and preferences of all students.

The second category, Supportive Environment, focuses on the significance of fostering a supportive and nurturing environment that promotes students' social, emotional, and academic development. Respondents highlighted the importance of providing social and emotional support to students, helping them develop resilience, self-confidence, and positive relationships with peers and educators. Additionally, enabling students to accomplish tasks

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independently fosters a sense of autonomy and self-efficacy, empowering them to take ownership of their learning and succeed in inclusive educational settings.

The third category, Time Management and Behavior Management, underscores the importance of effective time management and behavior management strategies in promoting a positive and productive learning environment. Respondents emphasized the need for students to accomplish tasks in a timely manner, enabling them to stay on track and complete assignments successfully. Moreover, minimizing problems in behavior through proactive strategies and support systems ensures that classroom dynamics remain conducive to learning and that all students can fully participate and engage in the learning process.

The last category, Engagement and Participation, highlights the importance of promoting active engagement and participation among all students in inclusive educational settings. is vital for ensuring that all students benefit from the learning experience. By employing differentiated instruction, collaborative learning, interactive teaching methods, and fostering a positive classroom environment, educators can create an inclusive atmosphere where every student is encouraged to participate and thrive. Respondents emphasized the value of engaging students in activities that capture their interest and promote active involvement in the learning process. By fostering a culture of engagement and participation, educators can create inclusive learning environments where all students feel motivated, valued, and empowered to contribute to their own learning and the learning of their peers.

In summary, the result reveals the importance of holistic approaches to inclusive education, which encompass employing diverse instructional strategies, fostering a supportive environment, managing time and behavior effectively, and promoting engagement and participation among all students. By addressing these key areas, educators can create inclusive learning environments that support the diverse needs and abilities of all learners and promote their overall academic and social-emotional development

Question 5: Can you think of evidences where students with special needs did better in school after getting differentiated teaching or individualized support?			
Participants ID	**Key points**	**Code**	**Category**
Competent	Minimized in behavior	Better behavior	Behavior Management
Dedicated	The student work independent	Learners	Supportive Learning Environment
Diligent	The student finished his work after using manipulatives	Accomplish task Independently	Supportive Learning Environment
Devoted	The student completed the task that was given	Completion of task	Supportive Learning Environment
Eager	The student finish his task on a given time	Completion of task	Time management and Behavior Management
Experienced	The activity was done even if it takes a little while	Completion of task	Time management

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			and Behavior Management
Friendly	The student participated during class discussion	Class participation	Engagement and Participation
Insightful	Gradual emotional and social development	Emotional and social development	Supportive Learning Environment
Kind	The students participated during group activities	Participation in Group activities	Engagement and Participation
Organized	The student had a fluency and improved his comprehension	Fluency and comprehensive	Engagement and Participation
Passionate	Student was engaged in classroom group activities	Engage in group activity	Supportive Learning Environment
Proficient	Student were able to finish the personalized materials for them	Accomplishment of task	Instructional Strategies
Punctual	Learners can do the task independently	Learner	Engagement and Participation
Meticulous	Students finish the task and have a mastery of the lesson	Mastery of the lesson	Time management and Behavior Management

Theme: Holistic Approach to Inclusive education

Individualized support given to Learners with Special Needs (SEN)
Strategies/Techniques Used to Teach Students with Different Disabilities and Levels of Ability

The figure represents the thematic map of **Nurturing Environment**. This theme emerged from three distinct categories: Instructional Support and Differentiation, Creating Supportive Learning Environments, and Opportunities for Achievement and Engagement.. Nurturing environment must be done in a comprehensive approach that can address the emotional, physical, and social needs of the students with special needs. By providing them an engaging and relevant curriculum this can improve their behavior and can prepare the students for future success.

The first category, ***Instructional Support and Differentiation***, encompasses various strategies aimed at providing tailored instruction to meet the diverse needs of students. Within this category, respondents highlighted the importance of individualized instructions, emphasizing the need to tailor teaching methods to suit each student's learning style and pace. Additionally, respondents mentioned the significance of providing less complex tasks, such as, using varied teaching methods to accommodate different abilities and learning style

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of students with special needs. It is also mentioned by the respondents' offering remedial instruction when necessary to support struggling learners. The use of sensory modalities and situational activities was also mentioned as effective strategies to engage students and enhance their understanding of the material.

The second category, ***Creating Supportive Learning Environments***, focuses on fostering a positive and encouraging atmosphere conducive to learning. Respondents emphasized the importance of creating a supportive environment where students feel safe and valued. This includes implementing peer-group activities that promote collaboration and social interaction among students. Furthermore, respondents highlighted the importance of praising students for their efforts and achievements, reinforcing a culture of encouragement and recognition within the classroom.

The final category, ***Opportunities for Achievement and Engagement***, centers on providing students with special needs with the resources and opportunities necessary to succeed academically and actively engage in the learning process. Respondents discussed the importance of enabling students to complete tasks successfully, thereby fostering a sense of accomplishment and confidence, students can also develop the sense of resilience as they facing and overcoming challenges during completion of their assign task. Additionally, respondents emphasized the need to provide additional learning opportunities beyond the standard curriculum to cater to students' diverse interests and learning preferences. Recognizing and celebrating individual achievements was also highlighted by the respondents such as giving star stamps and praising them in front of their classmates this part is a crucial aspect of promoting student engagement and motivation.

Overall, this theme shows a multifaceted approach to nurturing a supportive and enriching learning environment. By focusing on instructional support and differentiation, creating supportive learning environments, and providing opportunities for achievement and engagement, educators can create a nurturing environment that promotes student with special needs success, fosters a sense of belonging, and enhances overall learning outcomes. This, in turn, leads to improved academic and behavioral outcomes, not only Student with Special Needs (SEN) but also, regular students that can prepare them for future success in life.

Question 6: Could you explain the specific strategies or techniques you used to teach students with different disabilities and levels of ability?			
Participants ID	**Key points**	**Code**	**Category**
Competent	Activities that involve all the sensory modalities	Sensory modalities	Instructional Support and Differentiation
Dedicated	Giving various activities	Multifaceted Activities	Instructional Support and Differentiation
Diligent	Completing the task especially if the task is quite long	Wrapping Up the Task	Opportunities for Achievement and Engagement
Devoted	Giving students enough time to finish their works	Providing Adequate Time for Students	Opportunities for Achievement and Engagement

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Eager	Provide additional opportunities	Additional learning opportunities	Opportunities for Achievement and Engagement
Experienced	Giving interactive activities	Interactive activities	Instructional Support and Differentiation
Friendly	Less complex task	Less complex task	Instructional Support and Differentiation
Insightful	Having peer group to guide the student	Peer group	Creating Supportive Learning Environment
Kind	Supportive classroom environment	Supportive learning environment	Creating Supportive Learning Environment
Organized	Positive reinforcement	Reinforcement activities	Creating Supportive Learning Environment
Passionate	Explicit instruction	Direct instruction	Instructional Support and Differentiation
Proficient	Remedial instruction	Remedial activities	Instructional Support and Differentiation
Punctual	Individualize achievement	One-on-one tutoring	Opportunities for Achievement and Engagement
Meticulous	Provide less complex task	Less complex task	Instructional Support and Differentiation

Theme: Nurturing Environment

Ways to Teach Children with Special Needs Based on their Individual Needs and Learning Styles

The figure depicted below shows the thematic map of theme Informed Practice. This theme emerged from three distinct categories: Assessment and Data Collection, Professional Development and Training, and Understanding Students' Needs.

Assessment and Data Collection, underscores the significance of gathering comprehensive information about the learners to inform educational practices. Respondents highlighted various methods of assessment and data collection, including medical assessments from developmental doctor to identify any health-related concerns that may impact learning. Additionally, respondents emphasized the importance of collecting data from parents to gain insights into students' backgrounds, preferences, and potential challenges. Early childhood development (ECD) assessments were mentioned as valuable tools for understanding students' developmental milestones it refers to the physical, cognitive, social, and emotional growth that occurs in children from birth to eight years of age. Respondents also stressed the importance of using varied assessment tools and techniques to gather holistic information about students' abilities and needs, including observation-based

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assessments that provide a comprehensive understanding of students' strengths and challenges.

Professional Development and Training, focuses on the continuous learning and growth of educators to enhance their practice. Respondents highlighted the importance of conducting and attending seminars as opportunities for professional development and training such as, Division trainings for teachers who are handling learners with special needs. These seminars provide educators with valuable insights, strategies, and resources by professionals such as Developmental Doctors and Special Education Teachers to improve their teaching practices and better meet the needs of their students. By engaging in ongoing professional development, educators can stay informed about best practices, new research findings, and emerging trends in education, enabling them to continuously refine and enhance their instructional approaches.

Understanding Students' Needs, underscores the importance of developing a deep understanding of individual students to provide effective support and instruction. Respondents emphasized the need for educators to "know your student," highlighting the importance of building strong relationships with students and gaining insight into their unique strengths, interests, learning styles, and challenges. Respondents also mentioned Explicit instruction, this teaching strategies provides a clear structural support for all types of students, it is a powerful and effective teaching methods that educators used. By understanding students' needs on a personal level, educators can tailor their instruction, interventions, and support services to meet each student's individual needs, fostering a supportive and inclusive learning environment where all students can thrive.

Overall, the results reveals the importance of informed practice in education, which encompasses comprehensive assessment such as using data gather from the professionals and parents , ongoing professional development and training, and a deep understanding of students' needs. By engaging in informed practice, educators can make evidence-based decisions, continuously improve their instructional practices, and provide targeted support to meet the diverse needs of all students, ultimately enhancing student learning outcomes and promoting academic success.

Question 7: How to do you figure out how to teach children with special needs based on their individual needs and learning style			
Participants ID	**Key points**	**Code**	**Category**
Competent	Assessing them based on what they can do	Regular	Assessment and Data Collection
Dedicated	Based on their individualized assessment	Formative and summative assessment	Assessment and Data Collection
Diligent	Seminars for teacher in the Division	Professional Development	Professional Development and Training

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Devoted	Putting allot of effort and patient to the learners	Understanding learners needs	Learners needs
Eager	Through different assessment style	Comprehensive	Assessment and Data Collection
Experienced	If a student required additional assistant	Observation	Assessment and Data Collection
Friendly	Observe learners behavior in various learning environment	observation	Assessment and Data Collection
Insightful	Data from parents or medical certificate o assessment..	Comprehensive assessment	Assessment and Data Collection
Kind	Based from their assessment ECD	Comprehensive assessment	Assessment and Data Collection
Organized	How they react in the assessment	Observation	Assessment and Data Collection
Passionate	Review existing evaluation, observing my pupils behavior	Review records	Assessment and Data Collection
Proficient	By knowing my student	Keep a record	Assessment and Data Collection
Punctual	Conducting assessment	Regular	Assessment and Data Collection
Meticulous	By providing assessment	Formative assessment	Assessment and Data Collection

Theme: Informed Practice through assessment and Data Collection

Evidences on How to Change Teaching Materials or Other Tools to Fit the Needs of Disabled Students

As shown in Figure 8, the theme of Student-Centered Approaches, derived from three distinct categories: Material Adaptations and Accessibility, Instructional Variety and Flexibility, and Understanding Students' Needs and Routines.

Material Adaptations and Accessibility category underscores the significance of adapting instructional materials to meet the diverse needs of students. Respondents highlighted various strategies to enhance material accessibility, such as transitioning from printed materials to tactile materials for students with visual impairments or other sensory needs. Additionally, modification of materials was emphasized to accommodate students by

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simplifying instructions or reducing the complexity of the assign task to the learners or adjusting the curriculum or expectations to better suit the students needs with different learning styles and abilities. Respondents also highlighted the importance of teacher-made materials these materials can make more relatable and meaningful to students by incorporating local context, examples, and references. Providing visual materials and utilizing teacher-made resources were also identified as effective approaches to enhance material accessibility and support student learning. (Brown, 2018)

Instructional Variety and Flexibility category focuses on the importance of offering diverse learning activities and flexible instructional approaches to cater to students' individual needs and preferences. Respondents emphasized the value of allowing learners to engage in performance tasks, which provide hands-on learning experiences and promote active participation. Providing different activities allows students to choose tasks that align with their interests and strengths, fostering engagement and motivation. Minimizing the number of activities ensures that students can focus on essential concepts and tasks, reducing overwhelm and enhancing learning outcomes. Additionally, the respondents also emphasize understanding the ability of the students, it allows to tailor instruction to meet individual needs of the students and it makes the learning more effective and relevant to students. Furthermore, presenting varied assessments allows students to demonstrate their understanding and skills through different modalities, accommodating diverse learning preferences and abilities.

Understanding Students' Needs and Routines category highlights the importance of educators gaining insight into students' daily routines and individual needs to better support their learning. Respondents emphasized the significance of understanding students' routines outside of the classroom, such as meal times, medication schedules, and transportation arrangements. This understanding enables educators to provide appropriate support and accommodations to ensure that students are able to fully engage in learning activities. By recognizing and accommodating students' individual needs and routines, educators can create a supportive and inclusive learning environment where all students can thrive.

In summary, results from this theme reveals the importance of student-centered approaches in education, which encompass adapting materials for accessibility, providing instructional variety and flexibility, and understanding students' individual needs and routines. By employing these student-centered approaches, educators can create inclusive learning environments that empower all students to succeed and reach their full potential. This approach promotes a sense of belonging and engagement among students with special needs (SEN), encouraging active participation and collaboration.

Question 8: Could you give some examples of how you change teaching materials or other tools to fit the needs of disabled students?			
Participants ID	**Key points**	**Code**	**Category**
Competent	Providing videos and lectures	Teacher made material with modern technology	Material Adaptation and Accessibility
Dedicated	Understanding the child's ability	Providing different activities	Instructional Variety and Flexibility
Diligent	Either used performance task or make the activity shorter	Short performance task	Instructional Variety and Flexibility

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Devoted	Providing other activities that suite students interest	Presenting Varied assessment that are applicable	Material Adaptation and Accessibility
Eager	Modification of materials to simple and precise to make the learning easier	Modification materials to somple yet precise	Material Adaptation and Accessibility
Experienced	Aligning the materials	Materials are aligned to lesson	Material Adaptation and Accessibility
Friendly	Create manipulatives and hands on materials	Tactile materials manipulatives	Material Adaptation and Accessibility
Insightful	Give learners a verbal or performance task	Verbal performance task	Instructional Variety and Flexibility
Kind	Allow learners to do performance task	Non-traditional assessment	Instructional Variety and Flexibility
Organized	Create a visual material for student to remember the activities	Instructional Materials	Material Adaptation and Accessibility
Passionate	Providing visual materials to students	Visual aids	Material Adaptation and Accessibility
Proficient	Create learning materials in accordance with their disabilities	Equity of materials	Accommodation
Punctual	Provide hands on materials	manipulatives	Material Adaptation and Accessibility
Meticulous	Minimizing the activities	Appropriate number of activities	Instructional Variety and Flexibility

Theme: Student- Centered Approaches

Opinion about the Way Teacher Teach Students with Special Needs on What they Do and Say

Figure 12 illustrates the findings centered on the theme of Purposeful Assessment, derived from four distinct categories: Assessment and Observation, Goal-Oriented Approach, Individualized Support and Respectful Treatment, and Adaptation of Teaching Strategies.

Assessment and Observation category emphasizes the importance of regular assessment and informal observation in understanding students' progress and needs within inclusive educational settings. Respondents highlighted the significance of regularly assessing students' academic performance, progress, and understanding of key concepts. Additionally, informal observation of students' behavior, interactions, and engagement in learning activities provides valuable insights into their social, emotional, and behavioral development. By combining formal assessment with informal observation, educators can gain a comprehensive

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understanding of students' strengths, challenges, and areas for growth, enabling them to tailor their instructional approaches and support strategies effectively.

Goal-Oriented Approach category focuses on the importance of setting clear goals and objectives to guide assessment practices and support student learning outcomes. Respondents emphasized the value of adopting a goal-oriented approach to assessment, where assessment tasks and activities are aligned with specific learning objectives and outcomes. By clearly defining goals and expectations, educators can ensure that assessment practices are purposeful, meaningful, and relevant to students' learning needs and aspirations.

Individualized Support and Respectful Treatment category underscores the importance of providing individualized support and treating students with respect and understanding in assessment practices. Respondents highlighted the need for educators to offer personalized support and accommodations to meet the unique needs and abilities of each student. By providing individualized support and respectful treatment, educators can create inclusive assessment practices that promote student well-being, engagement, and success.

Adaptation of Teaching Strategies category highlights the importance of continuously adapting teaching strategies and approaches to meet the evolving needs of students within inclusive educational settings. Respondents emphasized the need for educators to employ appropriate teaching strategies that are responsive to students' diverse learning styles, preferences, and abilities. By adapting teaching strategies, educators can optimize learning experiences, promote student engagement and motivation, and facilitate meaningful and inclusive assessment practices within diverse educational settings.

In summary, findings reveals the importance of purposeful assessment practices in inclusive education, which encompass regular assessment and observation, a goal-oriented approach, individualized support and respectful treatment, and the adaptation of teaching strategies. By addressing these key areas, educators can ensure that assessment practices are meaningful, relevant, and responsive to the diverse needs and abilities of all students, ultimately promoting their academic success, social-emotional well-being, and overall growth within inclusive educational settings.

Question 9: How do you think about and change the way they teach based on how students with special needs are doing and what they say?

Participants ID	Key points	Code	Category
Competent	By remaining focus on your goals as a teacher	Goal oriented	Goal-Oriented Approach
Dedicated	Proper strategies and method provided	Teaching methods	Adaptation of Teaching Strategies
Diligent	Focused on individualize support based on students ability	Appropriate teaching strategies	Adaptation of Teaching Strategies
Devoted	Students can do all the activities	Appropriate teaching strategies	Adaptation of Teaching Strategies
Eager	Being flexible teacher	Constant adjustment of the instruction	Adaptation of Teaching Strategies

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Experienced	Having patient with the students	Teaching approach	Individualized Support and Respectful Treatment
Friendly	Adapt teaching strategies, instructional materials, and classroom practices	Appropriate teaching strategies	Adaptation of Teaching Strategies
Insightful	Giving student an appropriate teaching strategy	Appropriate teaching strategies	Adaptation of Teaching Strategies
Kind	Being responsive to individual needs of the student	adjustment of the instruction	Adaptation of Teaching Strategies
Organized	Activities and visual aids to keep the student engaged	Appropriate teaching strategies	Adaptation of Teaching Strategies
Passionate	Regular assessment of the student	Assessing student	Assessment and Observation
Proficient	Treating students with respect, patience and understanding	Teaching approach	Individualized Support and Respectful Treatment
Punctual	Be patient with the learners	Teaching approach	Individualized Support and Respectful Treatment
Meticulous	Give opportunities to students with special needs	Appropriate teaching strategies	Individualized Support and Respectful Treatment

Theme: Purposeful Assessment

Challenges Encountered by the teachers

Problems Run into When Trying to Different Lessons and Give Personal Help to Students in an Inclusive Classroom

Figure 9 shows theme of Challenges in Inclusive Education, derived from three distinct categories: Classroom Environment and Resources, Student Factors, and Teacher Challenges and Support.

Classroom Environment and Resources highlights the various challenges educators face related to the physical environment and available resources in inclusive classrooms. Respondents identified large class sizes as a significant challenge, making it difficult for educators to provide individualized attention and support to students with special educational needs (SEN), teachers struggle to manage an overcrowded classrooms, because of the diverse learning needs of students and behavior. Additionally, the lack of instructional materials specifically designed for students with SEN was identified as a barrier to effective teaching and learning, educators struggle to provide differentiated instruction without appropriate resources. Furthermore, respondents highlighted the importance of parental

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support in addressing the challenges within the classroom environment, emphasizing the need for collaboration between educators and parents to ensure the success of all students.

Student Factors focuses on challenges related to students' individual characteristics and behaviors that impact their learning experiences in inclusive classrooms. Respondents identified factors such as short attention spans, students with special needs frequently have short attention spans, which can affect their ability to focus and retain information over extended periods. And challenging behaviors as significant obstacles to effective teaching and learning. These student factors can make it challenging for educators to maintain student engagement, manage classroom dynamics, and deliver instruction that meets the diverse needs of all students. Addressing these student factors requires proactive strategies and support systems to promote positive behavior and facilitate meaningful learning experiences for all students.

Teacher Challenges and Support underscores the challenges educators face in executing inclusive education practices and the support needed to overcome these challenges. Respondents identified various time-consuming tasks associated with planning, implementing, and evaluating inclusive lessons as significant challenges for educators. These tasks often comprise extensive preparation to differentiate instruction, develop individualized education plans (IEPs), and create materials that cater to diverse learning needs of student. Additionally, respondents highlighted the need for adequate training and professional development opportunities to equip educators with the knowledge, skills, and strategies necessary to effectively address the diverse needs of students in inclusive classrooms. Providing ongoing support and resources to educators is essential in helping them navigate the complexities of inclusive education and ensure the success of all students.

To summarize, the analysis reveals the multifaceted challenges associated with inclusive education, ranging from classroom environment and resources to student factors and teacher challenges. Addressing these challenges requires a collaborative approach involving educators, parents, and stakeholders, as well as proactive strategies and support systems to promote positive learning experiences and outcomes for all students in inclusive classrooms.

Question 10: What problems do you run into when you try to differentiate your lessons and give each student personal help in an inclusive classroom?			
Participants ID	**Key points**	**Code**	**Category**
Competent	Sometimes parental involvement	Parental involvement	Parental Involvement
Dedicated	Teachers can used different teaching strategies that support SEN	Differentiated Instruction	Classroom Environment and Resources
Diligent	It is time consuming in giving individualize instruction	Time consuming	Teacher Challenges and Support
Devoted	Student resist and not finishing activities	Challenges executing the lesson	Teacher Challenges and Support
Eager	Short attention span of the learner	Short attention span	Student Factors

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Experienced	Not finishing the task given	Time consuming	Teacher Challenges and Support
Friendly	Student with attention deficit needs or requires more attention than regular students	Short attention span	Student Factors
Insightful	Not having enough materials that are align with the needs of special students	Lack of instructional materials	Teacher Challenges and Support
Kind	Not having support or proper training	Teachers Training	Teacher Challenges and Support
Organized	Having 45 students in one class with students with special needs	Large class size	Classroom Environment and Resources
Passionate	Limited resources such as educational materials	Limited resources	Classroom Environment and Resources
Proficient	When student struggle with one learning areas because of his attention is short, the teacher creates another plan for the students	Short attention span	Student Factors
Punctual	Lack of resources and assessment materials	Limited resources	Classroom Environment and Resources
Meticulous	Behavior of the student	Behavioral Problem	Student Factors

Theme: Multi-faced challenges In Inclusive Education

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Proposed Action Plan

Areas of Concern	Strategies	Activities	Means of Verification
• Classroom Environment • Student Factors • Teachers Factors • Parental • Other stakeholder	• Engage teachers, students, and stakeholders in the collaborative design of classroom spaces to ensure inclusivity and representation of diverse needs and preferences. • Introduce restorative circles as a regular practice in the classroom to promote empathy, communication, and emotional support among students and educators.	• Facilitate workshops where teachers, students, and stakeholders collaborate to redesign classroom spaces, considering accessibility, flexibility, and cultural representation. • Conduct regular restorative circle sessions where students and educators come together to discuss emotions, share experiences, and support each other in a safe and respectful environment.	• Keep records of design workshops, including meeting minutes, brainstorming sessions, and final design plans, to demonstrate collaboration and inclusivity in the design process. • Record book on observation • Narrative report

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• Teachers • Professionals • Parents and others	• Create interdisciplinary teams consisting of general education teachers, special education professionals, therapists, and other relevant stakeholders to collaborate on developing holistic supports for students in the inclusive classroom environment. • Establish a system for collecting regular feedback from staff members regarding communication practices and the level of support they receive.	• Schedule regular meetings for interdisciplinary teams to discuss student needs, share expertise, and collaborate on designing and implementing individualized support plans within the inclusive classroom setting. • Administer anonymous surveys to staff members on a quarterly basis to gather their opinions and experiences regarding communication effectiveness and the support they receive.	• Survey result
Stakeholder's Involvement	• Create comprehensive guidelines outlining expectations and strategies for involving stakeholders in decision-making processes.	• Conduct workshops for school leaders, teachers, parents, and community members to introduce the stakeholder engagement guidelines and facilitate discussions on the importance of their involvement in fostering holistic supports.	• Narrative report • Proposal • Attendance • Photos

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4. CONCLUSIONS AND RECOMENDATIONS

Conclusion

Based from the findings of the study, the following conclusions drawn:

1. There is a distinct demographic profile among the respondents. This demographic profile provides valuable insights into the characteristics and backgrounds of the educators participating in the study, which can inform future research, policy-making, and professional development initiatives within the education sector.
2. Teachers generally perceive the learning environment for students in the inclusive classroom as satisfactory and conducive to learning. The design of the classroom environment contributes positively to creating a sense of inclusivity and belonging for all students. Also, educators are perceived as being highly empathetic and supportive in addressing the emotional well-being of students within the inclusive classroom setting.
3. These are the key aspects employed by educators in an inclusive classroom: creating a supportive learning environment, monitoring students, optimizing classroom management, and facilitating instructional adaptation.
4. Data collection, ongoing professional training, and a deep understanding of students' needs can help these educators make evidence-based decisions to meet the diverse needs of all students.
5. The analysis reveals the multifaceted challenges associated with inclusive education, ranging from classroom environment and resources to student factors and teacher challenges. Parents and other stakeholders
6. An Action plan is proposed
7.

Recommendations

Based on the conclusion of this study, the researcher recommends the following in order to improve the provision of inclusive education to learners with special educational needs:

1. Collaboration with educators, students, and stakeholders to redesign the physical classroom environment at School is recommended to foster inclusivity, accessibility, and a sense of belonging among all learners.
2. Teachers should facilitate ongoing professional development opportunities, equipping them with diverse assessment tools, continuous learning experiences, and insights into the diverse needs of students, enabling informed instructional practices.
3. To foster a stronger collaboration between teachers and support staff, such as learning support assistants or resource teachers, to ensure the provision of comprehensive support for students with special needs, optimizing their learning experiences.
4. To allow parents/guardians to actively engage in the inclusive education program, inviting their input, feedback, and collaboration to enhance the program's effectiveness and meet the unique needs of all learners.
5. Implement the action plan

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