

Inclusive Practices of Elementary Teachers with Special Educational Needs Learners (LSENs) in Balbalan District, Kalinga

Jirah B. Ga-ano

College of Advanced Education, Kalinga State University, Philippines

Article Detail:	Abstract
Received: 03 Aug 2025; Received in revised form: 01 Sep 2025; Accepted: 05 Sep 2025; Available online: 09 Sep 2025 ©2025 The Author(s). Published by International Journal of English Language, Education and Literature Studies (IJEEL). This is an open access article under the CC BY license (https://creativecommons.org/licenses/by/4.0/). Keywords—<i>Inclusive Practices, Inclusive education, Learners with Special Educational Needs, Manifestation, Universal Design</i>	<i>The study aimed to examine the inclusive practices of elementary teachers in handling learners with special educational needs (LSENs). Specifically, it sought to determine the extent of manifestation of LSENs in terms of physical, mental, and social domains, assess the level of inclusive practices of teachers, and identify the problems encountered in implementation. A questionnaire and interview were employed to gather data, with responses quantified using a five-point Likert Scale. Findings revealed that the overall extent of manifestation of LSENs had an average weighted mean of 3.38, described as sometimes observed. Among the domains, the mental domain ranked highest with a mean of 4.02 (oftentimes observed), followed by the social domain with 3.38, while the physical domain registered the lowest at 2.75 (sometimes observed). Meanwhile, the inclusive practices of teachers obtained an overall mean of 4.28, interpreted as always practiced. The mental domain emerged highest at 4.51, followed by the social domain at 4.28, while the physical domain was lowest at 3.76 (oftentimes practiced). The study also highlighted challenges, particularly the limited cooperation of LSENs, which ranked first, while lack of parental cooperation was ranked lowest. Based on these, the study recommends that educators develop individualized engagement strategies, undergo training on assistive devices, and foster inclusive learning environments responsive to the diverse needs of LSENs. Indicators for LSEN manifestations were adapted from DepEd Order No. 044, s. 2021, while indicators for inclusive practices were lifted from Palanca et al. (2021), affirming the instrument's validity and reliability.</i>

I. INTRODUCTION

Inclusive education aims to provide equal opportunities for all learners, regardless of their diverse needs and abilities. It fosters inclusive education by integrating students with disabilities or special educational needs into mainstream

classrooms with their peers. This approach acknowledges the significance of diversity, equity, and inclusion in education and endeavors to establish inclusive learning communities that facilitate the comprehensive growth of each student.

Inclusive education has been extensively researched and proven to be beneficial and effective. Avramidis and Norwich (2018) found that inclusive education has a positive effect on the academic achievement and social integration of students with disabilities. Inclusive classrooms promote a feeling of belonging and acceptance among students through the provision of suitable support and accommodations (Avramidis & Norwich, 2018). An inclusive environment can improve the learning experiences of students with disabilities and their typically developing peers (Avramidis & Norwich, 2018; Artiles, 2019). Inclusive education fosters positive attitudes towards diversity and disability among all members of the school community. Artiles (2019) asserts that it promotes the development of empathy, tolerance, and respect for diversity. Slee (2018) asserts that inclusive education enhances social cohesion within the school community and benefits not only students with disabilities but also others. According to Slee (2018), it promotes acceptance and understanding by challenging stereotypes and discriminatory attitudes.

Recent studies have examined the physical, mental, and social aspects of learners with special educational needs (SEN). The studies seek to comprehend the various difficulties encountered by students with SEN and emphasize the significance of catering to their distinct requirements to foster inclusive education.

Physical manifestation pertains to the observable traits associated with the physical health of students with special educational needs (SEN). Romer and McIntosh (2018) investigated the physical manifestations of students with physical disabilities in inclusive educational environments. Romer and McIntosh (2018) emphasized the importance of providing suitable physical accommodations, assistive devices, and accessible learning environments to promote the involvement and interaction of students with physical disabilities. This study highlights the importance of inclusive design and accessibility in promoting the physical health of students with special educational needs (SEN).

Mental manifestation pertains to the cognitive and emotional facets of individuals with special educational needs (SEN). Wilson et al. (2020) investigated the mental health implications for

students with specific learning disabilities. Wilson et al. (2020) discovered that students with learning disabilities frequently encounter elevated levels of anxiety, depression, and low self-esteem in comparison to their non-disabled peers. The research highlighted the significance of offering suitable psychological assistance, including counseling and social-emotional learning initiatives, to cater to the mental health requirements of students with special educational needs (SEN).

Social manifestation refers to the social interactions and relationships of learners with special educational needs (SEN) in an educational setting. Hwang and Hughes (2019) investigated the social behavior of students with autism spectrum disorder (ASD) in inclusive classroom settings. Hwang and Hughes (2019) found that students with ASD encounter difficulties in social communication, social integration, and establishing significant peer relationships. The study highlights the importance of specific interventions, such as social skills training and peer support programs, to improve the social inclusion and interaction of students with ASD in inclusive educational environments.

An instance of inclusive practices is peer-mediated interventions, where non-disabled peers are trained to offer aid and support to students with disabilities. Carter et al. (2018) investigated the efficacy of peer-mediated interventions for fostering social interactions and inclusive practices in classroom settings. Carter et al. (2018) found that peer-mediated interventions enhance social engagement, foster positive peer relationships, and improve academic outcomes for students with disabilities. The study emphasizes the effectiveness of peer support in promoting inclusivity and improving the social integration of disabled students.

Differentiated instruction is an inclusive practice that customizes teaching methods and materials to accommodate the varying learning needs of students. Tomlinson et al. (2021) investigated the effect of differentiated instruction on the academic performance of students with learning disabilities. The study highlights the significance of personalized strategies to cater to the diverse abilities and learning preferences of students in inclusive educational settings. Inclusive practices necessitate the participation of support professionals, including

speech-language therapists, occupational therapists, and behavior specialists. McDonnell et al. (2022) investigated the contribution of support professionals in promoting inclusive practices and assisting students with disabilities. McDonnell et al. (2022) emphasized the significance of collaborative partnerships between support professionals and classroom teachers for successful implementation of interventions and accommodations. This study highlights the importance of utilizing a multidisciplinary approach to advance inclusive education.

According to the study of Morales (2016) and Kutlay (2018), as cited by Ulla (2017), in the Philippines, factors such as tight teaching timetables and heavy teaching workloads are just a few of the challenges that teachers face when dealing with students with special needs. According to Banks and Banks (2017), teachers must plan physical activities, manage students' needs, deal with behavioral issues, and create a chart for children's difficulty teaching them easily.

Engaging teachers of children at risk of learning difficulties in some learning approaches necessitates extensive knowledge as well as access to resources, information, and services. However, in some rural areas, these resources and services are not always available. As a result, teachers in the community face challenges in addressing children's earnings and other learning difficulties, including challenges related to the learning approaches that will be provided to them (Ondrasek et al., 2020). The shortage of trained special education teachers has had a negative impact on educational quality (Hodges et al., 2020). A study on students with learning disabilities emphasized the need for more attention and different teaching strategies such as experienced teachers, teachers with professional development training who can build self-efficacy in a student with learning difficulties, and people with disabilities who can build interactions (Wang & Lu, 2021).

Having a special needs education policy is an important step toward achieving various global initiatives to ensure equal educational opportunities for people with special needs (Toquero, 2020). Some of the policies in the Philippines for learners with learning difficulties include the Disabilities

Education Act (EDEA), No Child Left Behind (NCLB), and Every Student Success Act (ESSA). One of the most significant of these is the child protection policy (DepEd Order 40, series of 2012) which seeks to protect "children in school from abuse, violence, exploitation, discrimination, bullying, and other forms of abuse". This policy has an impact on how teachers manage their classrooms. Furthermore, with the promotion of learner-centered teaching and constructivist learning, teachers are expected to provide opportunities for students to actively participate in the learning process through interactive and collaborative activities. Diverse student populations necessitate differentiated instruction. Furthermore, teachers are expected to be gender sensitive and inclusive (DepEd Order 32. s., 2017).

Most teachers can teach students with learning disabilities to "learn how to learn," according to research. They can position them to compete and hold their own. Direct instruction, learning strategy instruction, and using a sequential, simultaneous structured multi-sensory approach are some intervention practices that produce large results (Zhang et al., 2020). According to Owusu-Fordjour et al. (2020), it is critical to establish trust and support from the beginning and to wait until both teacher and student are at ease with each other before attempting to informally assess his difficulties and devise compensatory strategies. She also stated that learning disabilities do not occur on a consistent basis. As a result, teachers must be able to constantly observe, adapt, revise, assess, and ask questions. What may work one day is not always the best approach to the next.

According to Portes et al. (2018), individualized instructional teaching and learning strategies are education concepts to be covered or a "cycle through" process. This suggests that individualized instructional teaching and learning strategies are used for problem solving skills or broad concepts rather than tool use (Mumbardó-Adam et al., 2021). Individualized instructional strategies, according to

many educators do not promote basic tool skills. Another criticism of teaching and learning strategies is that learners with learning disabilities do not have

many opportunities to create something valuable that they can use in their lives.

According to Nelson and Murakami's (2020) research, the classroom teacher is usually the first to notice signs of learning disabilities and refers students for special education assessment. Furthermore, the teachers assist in the collection of assessment data and the coordination of special services. Students with learning disabilities can be identified at any age, but the majority are identified during their elementary school years. There are two major signs of a learning disability. First, students appear capable but struggle greatly in some areas of learning. This is a difference between expected and actual achievement. A young child, for example, may be verbal and appear bright, but he or she may be very slow to learn to say the alphabet, write his or her name, and count to 20. The second indicator is performance variation; there is a disparity between different areas of achievement. A fourth-grade student, for example, may excel in math but struggle to read and spell (Irwin et al., 2021). In addition to these two main indicators of learning disabilities, teachers should keep an eye out for a few others.

Notably, this research differed from all of those previously mentioned since this study emphasizes evaluating inclusive practices of elementary teachers in handling learners with special education needs. Such endeavor was not achieved by previous researchers. Also, there was no published research yet with exactly similar topic found in the institution for these types of studies. Thus, in this study, the researcher delves into assessing the inclusive practices of elementary teachers in Balbalan handling learners with Special Educational Needs (LSENs).

II. OBJECTIVES OF THE STUDY

The research sought:

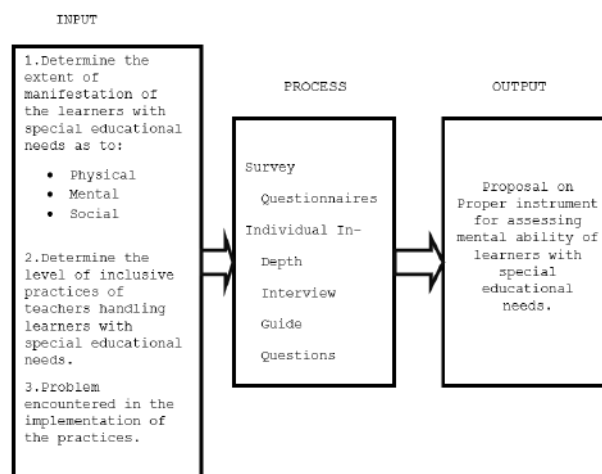
2.1. to determine the extent of manifestation of the learners with special educational needs as to:

- Physical
- Mental
- Social

2.2. to determine the level of inclusive practices of teachers handling learners with special educational needs; and,

2.3. problem encountered in the implementation of the practices.

III. PARADIGM OF THE STUDY



IV. METHODOLOGY

4.1 Research Design

The mixed-method research design was utilized in this study. The quantitative type of research was used to determine the extent of manifestation of learners with special educational needs (LSENs) in the physical, mental, and social domains, as well as the level of inclusive practices of teachers handling LSENs. Meanwhile, the qualitative type was employed to explore and describe the measures used to address the problems encountered during the implementation of these inclusive practices.

4.2 Locale and Population of the Study

This study was conducted in the Public Elementary Schools of Balbalan, Division of Kalinga. The respondents of the study were the elementary teachers handling Learners with Special Educational Needs (LSENs). The table below shows the population of the study as to the name of schools and the number of learners with special educational needs.

Table 1. Respondents of the Study

Name of Schools	Number of Teachers Handling LSENs	Learners With Special Educational Needs
1. Pantikian Elementary School	2	3
2. Balbalan Elementary School	3	4
3. Angod Elementary School	1	1
4. Balbalasang Elementary School	4	12
5. Saltan Elementary School	1	1
6. Salegseg Elementary School	1	3
7. Gawaan Elementary School	2	2
8. Mabaca Elementary School	2	3
9. Bonong Elementary School	2	3
10. Ligayan Elementary School	2	4
TOTAL	20	36

The respondents are composed of 20 elementary teachers who handle learners with special educational needs in different schools of Balbalan District. It can be seen in the table that the number of learners with special educational needs (LSENs) have a total of 36.

As glean from the table, the Balbalasang Elementary School has the highest learners with special educational needs with 12, followed by Balbalan Elementary School and Ligayan Elementary school with 4. While other elementary schools in Balbalan District have 3, 2 and 1. The finding indicates that there are more respondents in Balbalasang Elementary School because it has the highest level of learners with manifestations due to its remote location, lack of current technology, and absence of internet connectivity, which may limit access to specialized resources and support services.

4.4. Data Gathering Tool

The questionnaire was the basic tool for gathering the needed data from the respondents. The questionnaire was divided into the following parts: Part I gathered the information on the profile of the respondents. Part II gathered data on extend of manifestation of the learners with special educational needs. Part III Level of Inclusive practices of teachers handling learners with special educational needs. Part IV gathered data on problem encountered in the implementation of the practices.

4.5. Validity and Reliability of Instruments.

The indicators on the extent of manifestation of the learners with special educational needs as to physical, mental, and social aspects were lifted from the DepEd ORDER No. 044, s. 2021 - Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities in the K-

12 Basic Education Program. Meanwhile, the indicators on the level of inclusive practices of teachers handling learners with special educational needs were adapted from the study of Ma. Jovilla T. Palanca, Mirasol A. Arguilles, Nonilon B. Consul, and Melbert O. Hungo (2021), entitled Inclusive Education Practices of Non-SpEd Teachers for Mainstreamed Children with Special Needs. Hence, the instrument is deemed valid and reliable.

Furthermore, the validity of the instrument is strengthened by aligning it with existing DepEd memoranda and policy issuances that emphasize inclusive education. For instance, DepEd Order No. 72, s. 2009 - Inclusive Education as Strategy for Increasing Participation Rate of Children, provides the framework for mainstreaming children with special needs into regular classes. Similarly, DepEd Order No. 70, s. 1993 - Institutionalization of SPED Programs in All Schools, ensures that learners with disabilities are given appropriate interventions and accommodations. These official issuances affirm the relevance of the indicators used in the study and further establish the reliability of the instrument. Other researchers have also adopted DepEd policies and memoranda in constructing and validating their assessment tools, which strengthens the academic soundness of this instrument.

4.6. Data Gathering Procedure

The researcher secured permission from the School Division Superintendent and to the Public District Supervisor of Balbalan District in writing before distributing the survey and administering the questionnaires to the respondents. The researcher retrieved all the questionnaires and gathered responses on the same day they were administered.

4.7. Treatment of Data

To quantify the responses of the respondents on the extent of manifestation of the learners with special educational needs as to physical, mental and social, and the level practices of teachers handling learners with special educational needs, the five-point Linkert Scale has been used. Responses for each item of the indicator used the following scale.

Arbitrary Value	Limit	Equivalent Discription	Symbol
5	4.20 - 5.00	Always Observed	AO
4	3.40 - 4.19	Oftentimes Observed	OO
3	2.60 - 3.39	Sometimes Observed	SO
2	1.80 - 2.59	Seldom Observed	SDO
1	1.00 - 1.79	Never Observed	NO

With regards to level of inclusive practices of teachers handling learners with special educational needs, the following scale was being used:

Arbitrary Value	Limit	Equivalent Discription	Symbol
5	4.20 - 5.00	Always Practiced	AP
4	3.40 - 4.19	Oftentimes Practiced	OP
3	2.60 - 3.39	Sometimes Practiced	SP
2	1.80 - 2.59	Seldom Practiced	SDP
1	1.00 - 1.79	Never Practiced	NP

4.8. Statistical Tool

The statistical tool was used in the study in order to have an exact interpretation of the data gathered.

Weighted Mean. This was used to determine the extent of manifestation of learners with special educational needs as to physical, mental and social. It was also used to determine the level of inclusive practices of teachers handling learners with special educational needs by using the formula:

$$EXW = \frac{WiFi}{Fi}$$

Where: XW = Weighted Mean
WiFi = Sum of the Frequency
Fi = Number of respondents/cases

V. RESULTS AND DISCUSSION

Table 1. Manifestation of the Learners with Special Educational needs

Physical	Mean	Rank
1. Demonstrate challenges in fine motor skills, such as writing or manipulating small objects.	3.25	1
2. Experience difficulties with gross motor skills, such as running, jumping, or balancing.	2.55	4
3. Exhibit limited coordination and balance during physical activities.	2.65	3
4. Require adaptations or assistive devices to access and navigate their physical environment effectively.	2.9	2
5. Face challenges with sensory processing, such as sensitivity to light, sound, or touch.	2.5	5
Subtotal	2.75	3

Mental		
6. Have difficulties with memory, both short-term and long-term, impacting their learning and retention of information.	4.25	2
7. Exhibit difficulties in focusing and sustaining attention during learning tasks or activities.	4.4	1
8. Demonstrate challenges in organizing and planning their work or assignments.	3.8	4
9. Experience heightened anxiety or stress in academic or social situations.	3.7	5
10. Show variations in their cognitive abilities, affecting their understanding and processing of information.	3.9	3
Subtotal	4.01	1

Social		
Encounter obstacles in initiating and maintaining social interactions with peers.	3.45	1
Exhibit challenges in understanding and interpreting social cues, such as body language or facial expressions.	3.4	2
Face difficulties in developing and sustaining friendships with peers.	3.25	5
Experience social isolation or exclusion from social activities or groups.	3.3	4
Require support and guidance to navigate social situations and develop appropriate social skills.	3.5	3
Subtotal	3.38	2
Total Average Weighted Mean	3.38	

As shown on the table 2, the overall total TAWM (Total Average Weighted Mean) extend of manifestation as to physical, mental and social for learners with special educational needs (LSEN) has a mean of 3.38 or sometimes observed. The implication of the overall TAWM score of 3.38 for learners with special educational needs (LSEN) suggests a moderate level of challenges across the physical, mental, and social domains. The moderate TAWM score signifies that while challenges are present, they are not insurmountable. It prompts educators to recognize the unique requirements of LSEN in each domain and to implement targeted interventions that address the specific needs identified in the physical, mental, and social aspects. This implication underscores the importance of adopting a comprehensive strategy that goes beyond academic considerations, encompassing physical well-being, cognitive development, and social inclusion.

As to manifestation of learners with special educational needs the table reveals that mental domain got the highest sub-area mean of 4.02 or oftentimes observed. It implies a need for memory-enhancing strategies and interventions within the academic setting. This finding is corroborated by local research advocating for the implementation of memory-focused teaching techniques and accommodations for students with cognitive challenges.

From among the five indicators of mental domain, exhibit difficulties in focusing and sustaining attention during learning tasks or activities is ranked 1 with the highest mean of 4.4 or always observed. It

indicates the importance of creating tailored educational plans that incorporate strategies to enhance attention and focus, potentially involving specialized teaching methods or assistive technologies.

The finding suggests that there should be critical need for targeted interventions and support mechanisms to address attention-related challenges in these students. Attention difficulties can significantly impact a student's ability to engage with and benefit from instructional content, potentially hindering academic progress. Collaborative efforts between educators, specialists, and parents become crucial to developing and implementing effective strategies for managing and improving attention in the learning environment

Corroborating with this finding, research in the field of special education and psychology often highlights the prevalence of attention-related issues in diverse learning contexts.

On the other hand, the experience heightened anxiety or stress in academic or social situation ranked as the lowest with mean of 3.7 or oftentimes observed. The finding indicates that learners are not consistently exhibiting severe levels of anxiety or stress. This could be attributed to effective support systems or coping mechanisms in place. However, the term "oftentimes observed" still suggests a noteworthy prevalence of anxiety or stress, which underscores the ongoing need for proactive measures to address the mental well-being of these learners.

The finding implies that while the manifestation might be less severe, it is still a prevalent concern that warrants attention and targeted interventions to create a more supportive and stress-reducing learning environment for LSENs.

Research in the field of special education consistently emphasizes the importance of recognizing and addressing even mild manifestations to ensure the well-being and academic success of LSENs (McLeskey et al., 2017). While the severity of challenges may vary, providing support and interventions tailored to the individual needs of each learner is crucial for creating a more supportive and stress-reducing learning environment.

The second highest sub-area mean as to manifestation of LSENs is social domain with 3.38 describe as sometimes observed. The paramount concern is the need for support and guidance to navigate social situations and develop appropriate social skills. The implication here underscores the importance of creating inclusive environments that foster social interactions and skill development for LSEN.

The finding corroborates with Carter and Kasari (2012) that the environments not only contribute to the overall well-being of the learners but also enhance their social competence and adaptive behaviors.

The indicator encounters obstacles in initiating and maintaining social interaction with peers being ranked as the highest (1) with a mean of 3.45, signifying it is oftentimes observed, carries significant implications for the social development and well-being of these individuals.

This underscores a notable challenge in the realm of social interaction, which is a crucial aspect of the educational experience. Difficulties in establishing and sustaining meaningful connections with their peers, potentially leading to social isolation and affecting their overall social development. Addressing this issue is crucial not only for their immediate well-being but also for fostering a supportive and inclusive learning environment.

The finding corroborates with Tager-Flusberg (2016) that the social difficulties experienced by individuals with conditions such as autism spectrum disorders (ASD). Studies on social communication challenges associated with ASD consistently highlight obstacles in initiating and maintaining social interactions, aligning with the observed indicator. These corroborative findings emphasize the validity and significance of the indicator, reinforcing the need for targeted interventions and strategies to enhance the social skills and inclusion of learners with special educational needs in peer interactions.

Face difficulties in developing and sustaining friendships with peers has the lowest mean of 3.25 describe as sometimes observed.

The findings suggest that while this challenge is not as pervasive as other social obstacles, it is still a

notable concern that demands attention. The finding implies that these learners, at times, struggle with forming and maintaining friendships, which may impact their social support networks and overall sense of belonging. Recognizing and addressing this difficulty is essential for promoting positive social experiences and fostering a more inclusive learning environment. Studies in the field of special education often highlight the social challenges faced by individuals with diverse needs. Research on social relationships and peer interactions among children with disabilities, for instance, underscores the nuanced nature of friendship development (Rose et al., 2019). While not every learner may face difficulties, the variability in social experiences aligns with the "sometimes observed" characterization, emphasizing the importance of tailored interventions to support individuals who encounter obstacles in forming and sustaining friendships.

The physical domain got lowest sub-total weighted mean of 2.7 described as sometimes observed, indicating a moderate level of challenges faced by LSEN in this domain. The most notable concern is the demonstration of challenges in fine motor skills, such as writing or manipulating small objects. The implication of this finding suggests that interventions and support systems should be tailored to enhance fine motor skills to facilitate effective participation in academic and daily activities.

In terms of physical domain, indicators demonstrate challenges in fine motor skills, such as writing or manipulating small objects were ranked 1 with highest weighted mean of 3.25 or sometimes observed, holds important implications for the educational and developmental support required for individuals with special educational needs. This finding suggests that there is a prevalent and recurring difficulty in mastering fine motor skills among this group. The implication is that these challenges may impact academic performance, hinder participation in various activities, and potentially affect the individuals' overall confidence and self-esteem.

The finding corroborates with Case-Smith (2014) where it emphasizes the significance of addressing fine motor skill challenges. Studies on the impact of fine motor difficulties on academic achievement and

daily functioning underscore the need for targeted interventions and specialized instructional approaches to enhance motor skills in learners with diverse needs). The "sometimes observed" characterization aligns with the variability in the manifestation of fine motor challenges, further emphasizing the importance of individualized support to address these difficulties effectively.

Face challenges with sensory processing, such as sensitivity to light, sound, or touch was ranked 5 having lowest mean of 2.5 describe as seldom observed. The significant implications for the understanding and support of individuals with special educational needs. The low mean suggests that, on average, these challenges are infrequently observed. However, the implication is that when they do occur, they may have a pronounced impact on the individuals' ability to engage effectively in learning environments. Sensory processing difficulties can contribute to heightened stress and discomfort, potentially affecting attention, participation, and overall well-being.

Corroborating these findings, research in the field of sensory processing disorders and special education emphasizes the varying nature of sensory challenges among individuals. While some learners may rarely exhibit difficulties, others may experience them more frequently and intensely. Studies on sensory processing in individuals with autism spectrum disorders, for instance, highlight the nuanced sensory profiles and the need for tailored support (Tomchek & Dunn, 2007). The "seldom observed" characterization aligns with the variability in the manifestation of sensory challenges, emphasizing the importance of individualized strategies to address these difficulties effectively when they do arise.

The table's findings provide valuable insights into the challenges encountered by learners with SEN. However, it is important to acknowledge the broader context of inclusive education. Freeman et al. (2022) advocate for a comprehensive and inclusive approach that goes beyond addressing individual difficulties and considers the systemic factors that contribute to the overall educational experience of learners with special educational needs (SEN). Inclusive education practices prioritize the establishment of inclusive environments that

acknowledge and appreciate diversity, thereby promoting a sense of belonging for all learners.

The implications of the findings go beyond identifying challenges in developing and implementing effective interventions. The literature indicates that personalized and inclusive educational approaches are crucial for addressing the specific needs of learners with special educational needs (SEN). Tailored interventions targeting specific challenges, such as memory difficulties, attention deficits, and social interaction challenges, have demonstrated promising outcomes in enhancing academic achievements and overall well-being (Garon et al., 2018; Humphrey & Symes, 2019).

Additionally, literature emphasizes the importance of continuous assessment and support. Longitudinal studies are crucial for improving educational practices and providing ongoing support for learners with special educational needs (SEN). These studies track the development of challenges and evaluate the effectiveness of interventions over time. Turnbull et al. (2021) highlights the importance of recognizing the ever-changing difficulties encountered by learners with special educational needs (SEN) and advocate for ongoing assessment and adjustment of interventions to address their evolving requirements. A conclusion section must be included and should indicate clearly the advantages, limitations, and possible applications of the paper. Although a conclusion may review the main points of the paper, do not replicate the abstract as the conclusion. A conclusion might elaborate on the importance of the work or suggest applications and extensions.

Table 2: Level of Inclusive Practices of Teachers Handling Learners with Special Educational Needs

Physical	Mean	Rank
1. Use of assistive devices in all the activities. (Cane, wheelchair, braille, enlargement of font, pencil grips, book holders)	2.45	5
2. Incorporate movement, tactile materials, and auditory cues to enhance learning.	3.35	4
3. Pair with peer buddies for assistance and camaraderie	4.3	2
4. Adapt physical education and movement activities to ensure participation for all learners, using modified equipment or rules as needed.	3.9	3
5. Modify learning activities according to the needs of the learners	4.8	1
Subtotal	3.76	3

Mental		
6. Use clear and concise language, and allow extra processing time.	4.65	2
7. Label classroom materials and provide visual cues to assist learning in finding what they need.	4.15	4
8. Provide written or visual instructions to supplement verbal explanations.	4.65	2
9. Use visual aids, schedules, and cues to help learners with special educational needs understand and follow instructions.	4.7	1
10. Use visual supports like graphic organizers, mind maps, and visual schedules to help learner organize their thoughts and tasks.	4.4	3
Subtotal	4.51	2
Social		
11. Use role-playing activities to practice different social scenarios.	4.35	5
12. Organize structured group activities that encourage collaboration, teamwork, and peer interactions.	4.7	1
13. Establish a predictable daily routine that provides a sense of stability and reduces anxiety.	4.45	3
14. Pair with peer buddies for grouping and activities.	4.65	2
15. Encourage participation on all the group activities.	4.7	1
Subtotal	4.57	1
Total Average Weighted Mean	4.28	

As reflected in Table 3, the level of inclusive practices among elementary teachers of learners with special educational needs has a weighted mean of 4.28 describe as always practiced. This value represents the overall average encompassing physical, mental, and social domains, indicating that all the inclusive practices were consistently practiced. This implies that educators are consistently implementing strategies that cater to the diverse needs of learners with special educational needs, fostering an environment where every learner feels valued and supported.

As to level of inclusive practices of teachers handling learners with special educational needs, the table reveals that social domain got the highest sub-area mean of 4.57 or always practiced, holds positive implications for the overall educational experience and well-being of these learners. The high mean suggests that teachers are actively engaged in fostering inclusive practices that promote social interactions, peer relationships, and a supportive social environment for learners with special needs. This has the implication of creating a more inclusive and enriching learning environment where students with diverse needs feel socially integrated and accepted, positively impacting their overall development.

The finding supports Avramidis (2019) that the pivotal role of inclusive practices in enhancing the social inclusion of learners with special needs. It was shown that inclusive education not only benefits learners with special educational needs academically but also contributes to improved social outcomes,

increased peer interactions, and the development of positive social skills. The consistently high practice level, denoted by "always practiced," aligns with the positive outcomes associated with inclusive social practices, reinforcing the notion that inclusive education is a key factor in creating a supportive and equitable learning environment for all students.

The indicators organize structured group activities that encourage collaboration, teamwork, and peer interaction and encourage participation in all the group activities ranked 1 having the highest mean of 4.7 describe as always practiced. It carries positive implications for the inclusive practices in the educational setting. The high mean suggests that teachers are actively engaged in creating a learning environment that fosters collaboration and social interaction among all students, including those with special educational needs.

The implication is that such inclusive practices contribute to a more supportive and enriching educational experience for all learners, promoting not only academic growth but also social development.

Corroborating this finding, research on inclusive education consistently emphasizes the importance of structured group activities in fostering positive peer relationships, teamwork, and overall social inclusion (Avramidis & Norwich, 2002; Odom et al., 2019). Activities that encourage collaboration provide opportunities for students to interact, share ideas, and learn from each other, contributing to a sense of belonging and community within the classroom. The consistently high practice level, denoted by "always practiced," aligns with the positive outcomes associated with inclusive group activities, reinforcing the idea that such practices are integral to creating an inclusive and supportive learning environment.

As to social domain, the indicator use-role playing activities to practice different social scenarios has a lowest mean of 4.35 or always practiced, suggests a positive aspect in the realm of inclusive practices. While it is the lowest ranked among the indicators, the high mean and consistent practice level imply that teachers are actively integrating role-playing activities into the curriculum to enhance social skills among learners with special educational

needs. The implication is that role-playing activities, despite being the lowest ranked, are still considered an integral and consistently implemented strategy in fostering social development.

Supporting this finding, research on the use of role-playing activities in education highlights their effectiveness in promoting social skills, communication, and understanding of diverse perspectives (Morrison, Cosden, & Crone, 1997; Goldstein, 1992). Role-playing provides a structured and engaging platform for students, including those with special needs, to practice and generalize social skills in various scenarios. The consistently high practice level, denoted by "always practiced," aligns with the positive outcomes associated with the use of role-playing activities in social skill development, reinforcing the notion that such activities contribute significantly to creating an inclusive and supportive social environment.

The second-highest sub-area mean is the mental domain, indicating that teachers consistently practice inclusive strategies as a mean of 4.51 or always practiced, implies a strong commitment to addressing the cognitive and emotional needs of learners with special education needs. This high level of practice suggests that teachers are actively engaged in implementing strategies to support the mental well-being and learning outcomes of students. The implication is that these inclusive practices contribute to a positive and supportive educational environment, fostering the cognitive and emotional development of learners with diverse needs.

This finding emphasizes the importance of addressing the mental well-being of students with special education needs to enhance their overall educational experience (Lane, Carter, & Pierson, 2015; Green et al., 2015). Inclusive practices that focus on the mental domain may include differentiated instruction, personalized learning plans, and strategies to support emotional regulation and social-emotional development. The consistently high practice level, described as "always practiced," aligns with the positive outcomes associated with inclusive strategies in the mental domain, reinforcing the idea that addressing the cognitive and emotional needs of students is crucial for their holistic development.

The indicator label classroom materials and providing visual cues to assist learners in finding what they need has the lowest average mean of 3.35 describe as sometimes practiced in mental domain, holds implications for the level of support and accessibility for learners with special educational needs. The lower mean indicates that, while this practice is employed frequently, it may not be consistently implemented across all instances, potentially affecting the accessibility of learning materials for these students. The implication is that there might be room for improvement in ensuring a more consistently supportive and accessible learning environment.

The finding corroborates with Carter (2017) that the inclusive education often emphasizes the importance of environmental accommodations, such as visual support and labeling, to enhance accessibility for students with diverse needs. Visual cues and labeled materials can be particularly beneficial for learners with special needs, providing them with clear and consistent information, promoting independence, and reducing potential barriers to learning. While the practice is deemed as oftentimes, the variability in its implementation underscores the need for more consistent efforts to enhance the accessibility of classroom materials for students with special educational needs.

The physical domain got the lowest sub-area mean with 3.76 described as oftentimes practiced, suggests that there may be a moderate level of consistency in the implementation of inclusive practices related to physical aspects for learners with special educational needs. While the mean indicates that these practices occur frequently, the term "oftentimes" implies some variability in their application across different instances. The implication is that there might be areas within the physical domain where improvements or more consistent implementation of inclusive practices could enhance the support provided to learners with diverse needs.

Corroborating these findings, research in the field of inclusive physical education underscores the importance of consistent and adapted physical activities for students with special needs (Block & Obrusnikova, 2007; Haegele & Sutherland, 2015). Inclusive physical education practices encompass

modifications, accommodations, and strategies that ensure all students can participate fully and benefit from physical activities. While practice is described as oftentimes, the variability in implementation emphasizes the need for ongoing efforts to refine and standardize inclusive practices within the physical domain, ensuring equitable opportunities and support for all learners.

The indicator that states "modify learning activities according to the needs of the learners" having the highest weighted mean in the physical domain with a mean of 4.8, described as always practiced, holds positive implications for the inclusive practices employed by teachers in addressing the physical needs of learners with special educational needs. The high mean suggests a consistent and proactive approach in adapting learning activities to cater to the diverse requirements of students, ensuring that each learner has equitable opportunities for engagement and participation in physical education.

This finding supports by the inclusive education literature underscores the significance of modifying learning activities to create an accessible and supportive environment for students with diverse needs (Shogren et al., 2015; Schleien et al., 2018). The practice of modifying activities aligns with the principles of Universal Design for Learning (UDL), emphasizing flexibility and customization to accommodate the variability in learner needs. The consistently high practice level, described as "always practiced," reinforces the positive outcomes associated with modifying learning activities, promoting inclusivity and enhancing the physical participation and engagement of learners with special educational needs.

While the lowest indicator has an average mean of 2.45 describe as seldom practiced states that the use of assistive devices in all the activities (cane, wheelchair, braille, enlargement of font, pencil grips and book learning), suggests a limited frequency in incorporating assistive devices across various activities for learners with special educational needs. The low mean implies that there may be a gap in consistently implementing these crucial supports, potentially affecting the accessibility and participation of students with diverse needs in a variety of learning contexts.

The implication of this finding is that there is an opportunity for improvement in ensuring the regular and systematic use of assistive devices. Incorporating assistive devices is essential for providing equitable access to learning materials, activities, and environments for students with special needs. Consistent use of assistive devices enhances independence, participation, and overall learning experience for these learners.

This finding corroborates with Kizony (2016) that the positive impact of assistive devices in promoting inclusion and access to education for individuals with diverse needs (Hetzroni & Tannous, 2004; Kizony et al., 2016). Implementing assistive technology and devices aligns with principles of inclusive education and is crucial for addressing the specific requirements of learners. While the practice is described as seldom, the literature emphasizes the importance of increasing the regularity of using assistive devices to optimize the learning experience for students with special educational needs.

In summary, the level of inclusive practices among teachers handling learners with special educational needs reveals a mixed landscape. In the social domain, teachers are consistently organizing structured group activities that encourage collaboration, teamwork, and peer interaction, reflecting a commendable mean of 4.7. This indicates a positive and supportive learning environment that fosters social development. The mental domain exhibits the highest mean of 4.8, emphasizing the commitment to modifying learning activities according to the needs of learners. This suggests a proactive approach to addressing cognitive and emotional needs. However, the physical domain, with a mean of 3.76, is characterized as oftentimes practiced, indicating room for improvement in the consistent implementation of inclusive practices.

Additionally, the use of assistive devices across all activities is seldom practiced, with a mean of 2.45, highlighting a need for more consistent support for learners with diverse needs. While the overall inclusive practices are promising, there is a call for increased attention to certain domains, particularly in refining physical domain practices and enhancing consistency in assistive device utilization. These findings are corroborated by existing research that emphasizes the positive

outcomes associated with strong inclusive practices but also underscores the importance of consistent support for diverse needs in various domains (Avramidis & Norwich, 2002; Odom et al., 2019; Hetzroni & Tannous, 2004; Kizony et al., 2016).

Table 3: Problems Encountered in the Implementation of the Practices of Teachers in Dealing with LSENs

Problem encountered during the implementation of the practices	Frequency	Rank
1. Learners with special educational needs were not cooperating	7	1
2. Short attention span of LSENs	5	2
3. Lack of appropriate teaching materials	4	3
4. Teaching strategies is not appropriate to the needs of the learner with special educational needs	3	4
5. Parent's doesn't cooperate	1	5

Educators emphasize that a significant challenge during the implementation of the inclusive practices of the teachers in dealing with LSENs is the limited cooperation exhibited by learners with special educational needs as ranked 1 in the table 5. This matter prompts important inquiries regarding the factors that impact student engagement and the efficacy of instructional methods. The lack of cooperation among learners with special educational needs (LSENs) was ranked 2. This conveys that lack of cooperation among LSENs can be attributed to factors such as the specific characteristics of their disabilities, discomfort within the learning environment, or a mismatch between teaching approaches and individual learning styles. Educators must adopt a patient and empathetic approach when addressing this challenge, acknowledging the diverse needs and preferences of learners with special educational needs (LSENs).

The short attention span of LSENs was ranked 2 on table 5. This shows that the importance of cultivating a positive and supportive classroom environment is crucial in promoting collaboration and active engagement among students with special needs (Brown & Johnson, 2019). The limited attention span observed in students with special educational needs poses a significant obstacle when implementing instructional strategies. This highlights the importance of educators creating lessons that are suitable for the cognitive abilities and attention capacities of learners with special educational needs (LSENs). Smith and Jones (2022) highlight the significance of using differentiated instructional materials to accommodate diverse learning styles, especially in addressing attention span limitations.

Educators should integrate interactive and engaging elements into their lessons to encourage active participation and maintain the interest of learners with learning support and educational needs (LSENs). The significance of adaptability and creativity in instructional design is highlighted by the challenge of a short attention span. This emphasizes the need for lessons to be both informative and captivating for learners with varying attention spans.

Third in rank is the lack of suitable teaching materials among teachers towards their learners with special educational needs as one of their problem encountered during the implementation of the practices major obstacle for educators in meeting the needs of learners with special educational needs (LSENs). This challenge highlights the broader issue of resource availability and the need for educational institutions to invest in materials that cater to diverse learning needs. The absence of appropriate teaching materials can impede the efficacy of instructional strategies, necessitating educators to explore alternative resources and, at times, develop their own materials. Xet al. (2019) highlights the negative effects of inadequate teaching materials on teaching students with special needs, emphasizing the necessity of targeted interventions to address this issue. Educators should actively support and work together with stakeholders to ensure that materials are accessible and inclusive for learners with special educational needs (LSENs). Educators face the difficulty of using teaching strategies that do not meet the needs of students with special educational needs.

This issue highlights the need to customize instructional methods to match the specific learning styles, preferences, and abilities of learners with special educational needs (LSENs). Sapid et al. (2019) emphasizes the significance of using diverse teaching materials and strategies to meet the diverse needs of learners with special educational needs (LSENs). The challenge encourages educators to reflect on their practices, pursue professional development, and collaborate with experts to improve their teaching strategies. The suggestion is that a standardized approach is inadequate in special education, highlighting the importance of flexible and personalized instructional methods. The absence of parental cooperation poses a significant challenge for

educators, underscoring the need to promote collaboration between families and schools. Parental involvement is essential for the success of educational interventions for learners with special educational needs (LSENs). However, lack of parental cooperation can impede the implementation of effective strategies.

Fifth in rank was parents who are not cooperating towards the improvement of their child with special educational needs. Milra et al. (2018) highlight the importance of parental involvement and tailored interventions in addressing the varied needs of learners with special educational needs (LSENs). The issue of non-cooperation highlights the importance of establishing effective communication channels between educators and parents to foster a mutual understanding of the specific needs and difficulties experienced by learners with special educational needs (LSENs). Collaboration between educators and parents is crucial for establishing a comprehensive support system that goes beyond the confines of the classroom.

Table4: Important lessons learned from experiences and struggles of the teachers' handling learners with LSENs

Important lessons learned from experiences and struggles of the teachers handling learners with LSENs	Frequency	Rank
1. To be patient	9	1
2. Give more extra time/effort to the LSENs	5	2
3. Be flexible in addressing the different needs of the LSENs	3	3
4. Providing differentiated instructional materials	2	4
5. Be caring and passionate towards them	1	5

The primary lesson learned from teachers' experiences and challenges in working with learners with special educational needs (LSENs) is the significance of patience. Patience is essential when addressing the various needs and challenges of learners with special educational needs. Individuals with disabilities or learning differences often require extra time to comprehend information, develop skills, and participate in activities. Educators recognize that cultivating patience creates a favorable and supportive learning atmosphere, enabling learners with learning support and educational needs (LSENs) to advance at their individualized speed. Daran et al. (2021) emphasize the importance of patience in supporting the learning of students with special needs. This lesson extends beyond academic settings, highlighting the importance of developing patience and understanding to create an inclusive

and empathetic society. The second lesson highlights the importance of allocating more time and resources towards the education and support of learners with special educational needs (LSENs). Teachers understand that each student has individual needs and may need extra attention. Therefore, they recognize that dedicating additional time and effort is not optional, but essential. This lesson adheres to the principles of differentiated instruction, which involves educators adapting their teaching methods to meet the diverse learning needs of students. Brown and Smith (2020) highlight the benefits of allocating extra time and effort to support the academic and social growth of students with special needs. This lesson highlights the importance of dedicating resources and efforts to create an inclusive environment that provides equal opportunities for all learners, both inside and outside the classroom.

Flexibility is identified as a significant lesson derived from the experiences and challenges encountered by teachers working with learners with special educational needs (LSENs). The varied characteristics of special educational needs require a flexible and adaptable approach to teaching and support. Flexibility encompasses instructional strategies, assessment methods, and classroom management techniques. Educators recognize that inflexibility can impede effective education for learners with special educational needs (LSENs). By adopting a flexible approach, teachers can customize their methods to accommodate the specific needs of each individual learner. Wina et al. (2019) emphasizes the significance of flexibility in meeting the diverse needs of students with special needs, particularly in fostering inclusivity in the learning environment. This lesson highlights the ever-changing nature of education and emphasizes the importance for educators to adapt their practices to effectively meet the changing needs of learners with special educational needs (LSENs). The fourth lesson emphasizes the importance of offering tailored instructional materials to meet the varying learning styles and abilities of learners with special educational needs (LSENs). Educators recognize that a uniform approach is inadequate in the field of special education. Differentiated instructional materials consist of various resources such as visual

aids, interactive tools, and adaptive technologies.

Furthermore, Brown et al. (2021) highlight the benefits of employing diverse instructional materials to cater to the specific requirements of students with special needs. This lesson is consistent with the pedagogical approach of differentiation, which highlights the importance of educators customizing their materials to accommodate the various learning preferences and challenges of learners with special educational needs (LSENs). Differentiated instructional materials enhance the learning experience for learners with special educational needs (LSENs) and promote inclusivity and diversity in education. The fifth lesson drawn from teachers' experiences with LSENs highlights the significance of demonstrating care and passion towards these learners. This lesson goes beyond academia, highlighting the emotional and social dimensions of education. Educators recognize that establishing a nurturing and empathetic learning atmosphere is crucial for the academic achievement and overall welfare of learners with special educational needs (LSENs). Kaliram's (2020) study highlights the importance of a caring and passionate approach in effectively addressing the behavioral needs of students with special needs. This lesson promotes empathy, understanding, and compassion in creating inclusive communities that prioritize the needs of all individuals, regardless of their abilities or challenges, in line with societal values.

5.1. Summary of Findings

The level of manifestation of the learners with special educational needs (LSEN) TAWN 3.38. The implication of the overall TAWM score of 3.38 for learners with special educational needs (LSEN) suggests a moderate level of challenges across the physical, mental, and social domains. This implication underscores the importance of adopting a comprehensive strategy that goes beyond academic considerations, encompassing physical well-being, cognitive development, and social inclusion.

The mental domain got the highest sub-area mean of 4.01, the preeminent concern revolves around difficulties with memory, both short-term and long-term. This signifies a considerable impact on learning and retention of information among LSEN. Implications point toward the necessity of memory-

enhancing strategies and interventions within the academic setting.

The social domain ranked second where the sub-area mean is 3.38, the paramount concern is the need for support and guidance to navigate social situations and develop appropriate social skills.

In terms of physical manifestations, it was ranked as having the lowest sub-area mean of 2.75, indicating a moderate level of challenges faced by LSEN in this domain. The most notable concern is the demonstration of challenges in fine motor skills, such as writing or manipulating small objects.

The level of inclusive practices among teachers of learners with special educational needs has a mean of 4.28. This value represents the overall average encompassing physical, mental, and social domains.

The finding reveals that social domain got the highest sub-area mean of 4.57 or always practiced, holds positive implications for the overall educational experience and well-being of these students. The high mean suggests that teachers are actively engaged in fostering inclusive practices that promote social interactions, peer relationships, and a supportive social environment for learners with special needs.

The second-highest sub-area mean is the mental domain, indicating that teachers consistently practice inclusive strategies as a mean of 4.51 or always practiced, implies a strong commitment to addressing the cognitive and emotional needs of learners with special education needs. This high level of practice suggests that teachers are actively engaged in implementing strategies to support the mental well-being and learning outcomes of students.

The physical domain got the lowest sub-area mean with 3.76 described as oftentimes practiced, suggests that there may be a moderate level of consistency in the implementation of inclusive practices related to physical aspects for learners with special educational needs.

The identified common issues in handling learners with special educational needs, include a lack of appropriate materials, uncooperative learners, unpredictable behavior, and insufficient training. The challenges led to various actions such as online

searches, attending seminars, and modifying teaching strategies. Lessons learned include the importance of flexibility, patience, and understanding the unique needs of each learner. The challenges faced during the implementation of practices include learners not cooperating, having a short attention span, lack of appropriate teaching materials, inappropriate teaching strategies, and uncooperative parents.

Teachers addressed these challenges by searching the internet, attending seminars, and involving learners in collaborative learning. The lessons learned emphasize the need for flexibility and specific instructions for learners with special educational needs. Teachers highlighted important lessons learned from their experiences with learners with special educational needs. These lessons include the importance of patience, dedicating extra time and effort, being flexible in addressing diverse needs, providing differentiated instructional materials, and showing care and passion towards learners. These lessons underscore the broader values of empathy, adaptability, and dedication in creating inclusive learning environments.

VI. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings mentioned, the following are therefore concluded:

6.1. The challenges faced by learners with special educational needs (LSEN) across physical, mental, and social domains were at a moderate level.

6.2. Teachers demonstrate commendable inclusive practices such as "Pairing with peer buddies for assistance, camaraderie, use of "Visual aids, schedules, and cues", and organizing structured group activities stands out.

6.3. Teachers face challenges during implementation of inclusive practices, including learner cooperation and attention, lack of materials, inappropriate strategies, and uncooperative parents, are addressed through internet searches, seminars, and collaborative learning.

The following recommendations are drawn up based on the findings and conclusions:

6.4. It is recommended that educators should

implement sensory-friendly practices within the physical domain. This may involve providing sensory breaks in a designated quiet space, incorporating adjustable lighting or noise reduction measures in classrooms, and offering alternative materials for tactile activities to accommodate varying sensitivities.

6.5. It is recommended that educators should undergo training and professional development sessions focused on the effective use and integration of assistive devices. This training should cover not only the technical aspects of utilizing devices like canes, wheelchairs, braille materials, and pencil grips but also the broader understanding of their significance in enhancing accessibility and participation for learners with special educational needs.

6.6. Educators are encouraged to develop individualized strategies for learner engagement and cooperation. This involves understanding each learner's unique strengths and challenges, adapting teaching methods accordingly, and ensuring clear communication. Positive reinforcement, collaboration with support services, and initiatives like peer support systems and social skills training can create an inclusive atmosphere.

6.7. Teachers should be encouraged to share experiences, strategies, and resources through collaborative platforms.

6.8. Addressing challenges related to uncooperative parents requires a strategic approach. Establishing effective communication channels between teachers and parents is vital.

6.9. Implementing a system of continuous evaluation and adaptation is essential across all areas.

ACKNOWLEDGEMENTS

The researcher gratefully acknowledges and gives my sincere appreciation for the following in making this piece of work possible: First and foremost, to the Almighty God, for His protection, guidance and wisdom that makes this study possible. To the researcher adviser, Dr. Marilou B. Adora for her guidance, expertise, and unwavering support. I have

benefited greatly from your insightful feedback and wealth of knowledge.

To Dr. Paulino P. Reyes II, Dean of Advanced Education, for his professional assistance and insight. To Dr. Jovita E. Saguibo, Dr. Esmerlyn P. Bayangan, Dr. Brenda B. Lumines and Dr. Lope T. Buen for their time, expertise, and valuable insights that have enriched the quality in my research. Your support and feedback have meant a lot to me. To the teachers who shared their most precious time as a respondent in this study; To her family for their patience, understanding, and constant encouragement. Their belief in her abilities has been a driving force behind the completion of this academic endeavor.

Lastly, to Dandy D. Ceyao who provided emotional support, financial support and cheered me on during moments of self-doubt. Your unending support and encouragement have been a source of strength; My sincere gratitude to Kalinga State University for allowing me to pursue a Master's degree.

REFERENCES

- [1] Adedoyin, O. B., & Soykan, E. (2020). Covid-19 pandemic and Online learning: the challenges and opportunities. *Interactive Learning Environments*, 1-13.
- [2] Anderson, M., & Perrin, A. (2018). Nearly one-in-five teens Can't always finish their homework because of the digital Divide. Pew Research Center. <https://www.pewresearch.org/fact-tank/2018/10/26/nearly-one-in-five-teens-cant-always-finish-their-homework-because-of-the-digital-divide/>
- [3] Andrew, A., Cattán, S., Costa-Dias, M., Farquharson, C., Kraftman, L., Krutikova, S., Phimister, A., & Sevilla, A. (May 18, 2020). Learning during the lockdown: Realtime data on Children's experiences during home learning. The Institute for Fiscal Studies. <https://doi.org/10.1920/BN.IFS.2020.BN0288>.
- [4] Artiles, A. J. (2019). Inclusive education policies: Discursive strengths, structural constraints. *International Journal of Inclusive Education*, 23(5), 459-470.
- [5] Avramidis, E., & Norwich, B. (2018). Inclusion in education: Towards equality for students with disabilities. Routledge.

- [6] Azoulay, A. (2020). Message from Ms. Audrey Azoulay, Director-General of UNESCO, on the occasion of the International Day of Persons with Disabilities. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000260497?1=null&queryId=6e959ab6-dac0-4bdb-97a2-7857ecf572ae>
- [7] Banks, J. A., & Banks, C. A. M. (2017). *Multicultural Education: Issues and perspectives*. John Wiley & Sons.
- [8] Busby, J., & Tanberk, J. (2020). FCC underestimates Americans Unserved by broadband Internet by 50%.
- [9] Calabrese Barton, A., Tan, E., & Birmingham, D. J. (2020). Rethinking high-leverage practices in justice-oriented Ways. *Journal of Teacher Education*, 71(4), 477-494. <https://doi.org/DttOpsI://1d0o.i1.o1r7g/71/00.10127274/080721214897910109290092>.
- [10] Caldwell, B. J. (2020). Leadership of Special Schools on the Other Side. *CCEAM*, 48(1), 11-16.
- [11] Carter, E. W., Asmus, J. M., Moss, C. K., Biggs, E. E., Bolt, D. M., Born, T. L., ... & Weir, K. (2018). Peer-mediated Interventions to increase the social interaction of Children with Autism spectrum disorder: Consideration of Peer Expectancies. *Journal of Autism and Developmental Disorders*, 48(3), 846-861.
- [12] Caldwell, B. J. (2020). Leadership of Special Schools on the Other Side. *CCEAM*, 48(1), 11-16.
- [13] Carver-Thomas, D, Leung, M., & Burns, D. (2021). California Teachers and COVID-19: How the pandemic is impacting the Teacher workforce, Learning Policy Institute. <https://doi.org/10.54300/987.779>.
- [14] Catalano, A. J., Torff, B., & Anderson, K. S. (2021). Transitioning to online learning during the COVID-19 Pandemic: differences in access and participation among Students in disadvantaged school districts. *International Journal of Information and Learning Technology*, 38(2), 258-270.
- [15] Cesare, D. M. D., Kaczorowski, T., & Hashey, A. (2021). A Piece of the (Ed)Puzzle: Using the Edpuzzle interactive Video platform to facilitate explicit instruction. *Journal of Special Education Technology*, 36(2), 77-83. <https://doi.org/10.1177/0162643421994266>. Myers, D. G. (2007). *Psychology*(1st Canadian ed.). New York, NY: Worth.
- [16] Fields, J. F., Hunter-Childs J., Tersine A., Sisson J., Parker E., Velkoff V., Logan C., Shin H. (2020). Design and operation Of the 2020 Household Pulse Survey. 2020. U.S. Census Bureau.
- [17] Graham, C. R., Borup, J., Pulham, E., & Larsen, R. (2019). K- 12 blended teaching readiness: Model and instrument Development. *Journal of Research on Technology in Education*, 51(3), 239-258. <https://doi.org/10.1080/15391523.2019.1586601>
- [18] Hodges, K., Wong, S., & Farrell, P. (2020). Supporting Inclusive education in the Asia-Pacific region: Challenges and opportunities. *Journal of Research in Special Educational Needs*, 20(S1), 1-5.
- [19] Hoekstra, P. J. (2020). Suicidality in children and adolescents: lessons to be learned from the COVID-19 crisis. *European Adolescent Psychiatry*, 1(1), 1-2. <https://doi.org/10.1007%2Fs00787-020-01570-z>. Clerk Maxwell, A *Treatise on Electricity and Magnetism*, 3rd ed., vol. 2. Oxford: Clarendon, 1892, pp.68-73.
- [20] Hwang, B., & Hughes, C. (2019). Social integration of students With autism spectrum disorder in inclusive settings: A Scoping review of intervention studies. *International Journal of Inclusive Education*, 23(4), 349-366.
- [21] Irwin, V., Zhang, J., Wang, X., Hein, S., Wang, K., Roberts, A., York, C., Barmer, A., Bullock Mann, F., Dilig, R., And Parker, S. (2021). Report on the condition of Education 2021 (NCES 2021-144). U.S. Department of Education. National Center For Education Statistics.
- [22] Jackson, D., & Bowden, J. (2020). National survey of public Education's response to COVID-19. AIR Research Brief. <https://www.air.org/project/national-survey-publiceducations-Response-covid-19>
- [23] Jameson, J. M., Stegenga, S. M., Ryan, J., & Green, A. (2020). Free appropriate public education in the time of COVID- 19. *Rural Special Education Quarterly*, 39(4), 181- 192. <https://doi.org/10.1177/8756870520959659>.
- [24] Krause, A. J., & Moore, S. Y. (2021). Creating an online peer- To-peer mentoring program: Promoting student Relationships, Engagement, and satisfaction during the Era of COVID-19. *College Teaching*, 1-13.