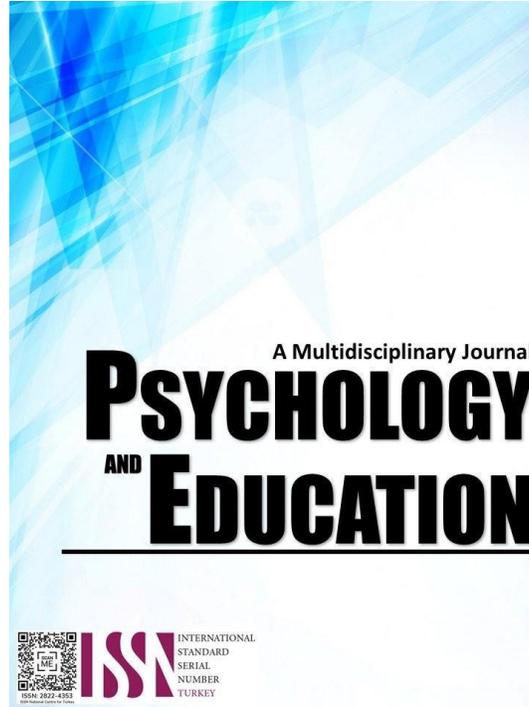


TEACHING LEARNERS WITH SPECIAL EDUCATIONAL NEEDS: AN AVANT-GARDE



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 38

Issue 9

Pages: 1050-1061

Document ID: 2025PEMJ3724

DOI: 10.70838/pemj.380908

Manuscript Accepted: 04-30-2025

Teaching Learners with Special Educational Needs: An Avant-Garde

Marcelino M. Sababan, Jr.,* Melanie-Chel N. Panerio

For affiliations and correspondence, see the last page.

Abstract

This study looked into the experiences of language teachers as represented by eleven (11) language teacher-participants in teaching Learners with Special Educational Needs (LSEN), particularly those with difficulties in speaking and hearing in an inclusive classroom. By employing descriptive-qualitative design, the results revealed that aside from the experiences, which generally challenging, other essential themes such as teachers' preparations, which contain adjustments and considerations, and the best teaching practices, including philosophies of Humanism and Behaviorism; theories of Belongingness and Modeling; Whole-Class Approach; and strategies and techniques like Buddy System, One-on-One Mentoring and Lip Reading immersed. The study further identified enhancements, specifically on procedures and policies of the school in terms of advocacy, admission, manpower, orientation, sectioning, and tagging. It is recommended that with the gained insights, it might be possible to enhance the current mandate or develop a new, better mandate for the successful accommodation of LSEN and the implementation of inclusive education. By carefully examining and understanding the responses, workers in the education field may develop more beneficial and customized interventions to meet the fundamental needs of both teachers and students-regular and LSEN alike and enhance the effectiveness of inclusivity.

Keywords: *language teaching, inclusive classroom, teachers' experiences, teachers' preparations, best teaching practices, innovations on admission, difficulties in speaking, difficulties in hearing*

Introduction

The systemic application of inclusive education has risen to a worldwide consensus with the approval of the United Nations Convention on the Rights of Persons with Disabilities (Zdoupas & Laubenstein, 2023). In recognition to the UN Convention on the Rights of Persons with Disabilities (CRPD) on the right to inclusive education, the Philippines signed into law two Republic Acts: 1) Republic Act No. 10533 or the Enhanced Basic Education Act of 2013, where in Section 8 of its Implementing Rules and Regulations stated the Inclusiveness of Enhanced Basic Education, which addresses the physical, intellectual, psychosocial, and cultural needs of students; and, 2) the Republic Act No. 11650, which created a standard for inclusion and services for students with disabilities in support of inclusive education, "entire schools, whether government-owned or privately-operated, will offer fair access to quality education for every single learner with a disability".

The Department of Education (DepEd), as one of the Philippines' tri-focal government agencies that deal with education created the DepEd Order No. 23, series 2022, also known as the Towards Inclusive Education: Child Find Policy for Learners with Disabilities, outlines the "process in guaranteeing that students with disabilities are recognized, sited, and evaluated to assist their enclosure in the general basic education school system; offers mechanisms for the schools to monitor implementation of Child Find Process; and fosters cooperative advocacy for children with disability and developmental delays among stakeholders in the communities".

The James L. Chiongbian National Trade School (JLCNTS), has committed to following this directive. In fact, the school had already begun accepting Learners with Special Educational Needs (LSEN) before the most recent law and order were issued. This mobilizes teachers who directly instruct these specific learners who eventually became members of the mainstream class as specified in the mandates. Yet, they lack the necessary training to effectively manage LSEN in a regular classroom. Currently, the JLCNTS has thirty-three (33) LSEN registered, six (6) are having difficulties in speaking and hearing and come from various grade levels. When these students were mainstreamed, they were enrolled in regular classes. This brought us, language teachers to figure out how to handle this situation without affecting the delivery of information in the classroom. Language teachers eventually developed methods and continuously enhanced teaching pedagogies that assisted LSEN to become holistically learned rather than just being promoted from one grade level to a higher level.

To fully execute these mandates, other teachers may find the findings of this study valuable and may choose to adopt some of the language teachers' best practices. It is urged to highlight top language-teaching techniques used by language teachers teaching junior and senior high school students with difficulties in speaking and hearing at James L. Chiongbian National Trade School.

Research Questions

This research aimed to look after the best teaching practices of language teachers to junior and senior high school students with difficulties in speaking and hearing at James L. Chiongbian National Trade School, School Year 2023-2024. Specifically, this study pursued answers to the following questions:

1. How do the language teachers describe their experiences in teaching learners with special educational needs?
2. What are their preparations in teaching learners with special educational needs?

3. What are their best teaching practices in dealing with learners with special educational needs?
4. Based on the narratives of the participants, what enhancement on admission policies concerning LSEN may be proposed?

Methodology

Research Design

This inquiry made use of a descriptive-qualitative design. Regoniel (2023), defines descriptive-qualitative research as a research approach that focuses on comprehending a phenomenon through an analysis of its attributes. When investigating a subject that has not been thoroughly examined before or when wanting to learn more about a subject that has been investigated before but from a new angle, employ this kind of study. It entails gathering and analyzing data in the form of text. Descriptive-qualitative research design also involves recalling the experiences of the research participants and delving further into their ideas to extract the substance of what they had to say about their experiences (Villanueva et al., 2021). This research design is fit to this study as it wishes to pronounce the best practices of the participants in handling LSEN, and how these best practices help them in everyday dealings that may or may not be emulated by the rest of the teachers in the full implementation of R.A 11650.

Participants

The James L. Chiongbian National Trade School was the locale of this study. Located at Purok 1, Barangay Kling, Kiamba, Sarangani Province, Philippines. It is a public secondary school which offers Special Program in the Arts and its highlight is the Special Technical Vocational Education Program. For the current school year, the school registers 1,962 students both from Junior and Senior High School. Despite being a Non-Special Education Curriculum implementer, the school is now having thirty-three enrolled LSEN from Grades 7 to 12. Aside from students with hearing impairment and muteness, other cases such as autism, physical handicapped, etc. were registered. Eleven (11) Junior and Senior High School language teachers from James L. Chiongbian National Trade School were the participants of this study. They were picked on purpose since they were either the English or Filipino or language-related teachers of the six LSEN, particularly those who were having difficulties in speaking and hearing.

Researchers used a technique called purposive sampling in this study, where they deliberately chose participants according to the present criteria. The study's participants were selected based on the following criteria: they were bona fide teachers at James L. Chiongbian National Trade School who had taught English, Filipino, or any other language-related subject to a mainstream junior and senior high school class, regardless of their age, gender, length of service, educational attainment, or even any LSEN-related training they had received; and, they also had to have expressed a willingness to participate.

Procedure

Upon being compliant to all needed documents and given the permission, consent and clearance, the researchers first conducted an individual Key Informant Interview (KII) to the participants to collect needed data that satisfy Research Questions 1 and 2. After the KII, researchers arranged a schedule for the participants to meet for a Focus Group Discussion (FGD) to go over the questions that answer Research Questions 3 and 4. All of the information involved in KII and FGD were part of the validated semi-structured interview guide. A recording of the KII and FGD's audio was made for more thorough documentation. This recording was a component of the informed consent so that participants were also aware of the recording's purpose. Lastly, after the conduct of the KII and FGD, researchers processed the gathered data through valid and reliable transcription mechanics fitted for qualitative research to be able to arrive with valid and reliable results and findings.

Results and Discussion

Description of Language Teachers' Experiences in Teaching Learners with Special Educational Needs

Cliché as it is, but the best learning is from our experiences. Teachers are not excused from this phenomenon. The everyday dealings with clientele, the learners, make them become the kind of teacher they are striving to be- becoming better, if not best. The following are descriptions of teachers' experiences of language teaching LSEN in a mainstream set-up somehow made them unique from the rest, given the diversity and complexity of the circumstances they are into, respectively.

Table 1. *Description of Language Teachers' Experiences in Teaching Learners with Special Educational Needs*

<i>Major Themes</i>	<i>Core Ideas</i>	<i>Frequency of Responses</i>
Teaching LSEN is challenging	Teachers lack special education training	Typical
	Difficult to find alternatives or suitable teaching approach	Variant
	Unawareness of the learner's condition during the first meeting	Typical
Teaching LSEN brings optimism	Enjoying the moment while teaching LSEN	Variant

Teaching LSEN is Challenging

It is believed that there is no profession that faces no challenges at all, whether it may be in education, infrastructure, administrative, everybody faces challenges. This what makes everybody's profession goes round. These challenging experiences by teachers are true according to the findings of Afitska and Said (2022) which say that regardless of the type of educational setting they are in, teachers will always have difficulties teaching learners who have particular learning challenges. These challenges vary into what aspect or reasons they find the situation challenging given that teachers are of different strengths and weaknesses.

Teachers lack special education training. Typically, the participants responded that they find teaching LSEN challenging because they do not have nor attended training and seminars pertaining to handling LSEN in a mainstream setup. According to Donath et al. (2023), educators must adapt to a student population that is becoming more and more diverse. But instructors frequently feel unprepared, which makes them wary of including students with special education needs (SEN) in regular classes. Additionally, their research delves into the elements linked to the effective execution of inclusive education. One of these is the exploration of possible approaches (training) to improve teacher effectiveness and cultivate a positive attitude in an effort to work toward a more equitable educational system. Further, as cited from Afitska and Said (2022), a number of teachers have noted that one of the main things influencing the quality of their practice is the lack of opportunities for obtaining specialized training in this area.

Difficulty finding alternatives or suitable teaching approaches. Given that the majority of the participants are non-special education major teachers, they were equipped with teaching pedagogies that are somehow not applicable for LSEN. This becomes a challenge for them, finding appropriate pedagogies that will cater both regular and LSEN at the same time without hampering the delivery of quality education. After figuring out the presence of an LSEN in his or her class, a language teacher will take time finding alternative teaching approaches that will cater both the LSEN and regular students all at the same time. This is quite a challenge since these participants, untrained as they may seem, will try figuring out which approaches that suits them better.

The study of Tristani et al. (2020), delves into how much teaching practices and (positive) action toward students with SEN may be influenced by teachers' attitudes toward inclusive education and students with SEN. In addition, teachers use a range of strategies, including ability grouping visual aids, cooperative learning, peer learning, and curriculum differentiation, according to a study done in Gauteng by Yoro et al. (2020). They did point out that instructors should be using more support strategies in regular classrooms, as those strategies have a tendency to be more generic.

Unawareness of the learner's condition during the first meeting. In the onset of inclusive education, it is expected from language teachers to not be caught off-guard by the presence of LSEN, in this study, learners with difficulties in hearing and speaking, mainstreamed in an inclusive class. Typically, the participants do not know the presence of LSEN in the classroom on their first meeting.

This may sound embarrassing for both the LSEN and the teacher. Superficially speaking, indeed, learners with hearing impairment and mute cannot be distinguished at the first glance unless being asked or instructed, resulting in him or her to utter a word or two. This may sound funny, but on the contrary, may result negatively on the part of the LSEN. It is a decisive experience for teachers to identify who among the learners inside his or her classroom has difficulties in speaking and hearing since these difficulties cannot be observed by simply looking at them alone unless to have a conversation with the LSEN or learn from others. But what comes next will be more crucial, seeing the adjustments and considerations a teacher will be doing in consonance to the demand of inclusivity.

Teaching LSEN brings Optimism

Teachers may also find dealing and teaching LSEN in a positive way, especially when they've seen the outcomes of their hard-earned labors in teaching LSEN. Others may find challenging assignments, like this, in a hopeful and lighter perspective that they like being challenged for they find themselves performing better in environments that require their creativity and innovativeness, and tests their determination and patience.

Enjoying the moment while teaching LSEN. It is strange and unusual when hearing an educator finding joy in unconventional situations like teaching in a mainstreamed classroom. Unconventional since none of the participants is a special education teacher, though three of them are being trained to handle LSEN. Strange and unusual in a positive manner since they find fulfillment in handling LSEN which everyone will agree to be hard and challenging. According to Saloviita (2020), the adoption of inclusive education requires teachers to have a positive attitude toward it. Yet, results of the study of Krischler et al. (2019) show that people in the general public, pre-service and in-service teachers, have significantly different perspectives on inclusive education. The findings indicated that while attitudes toward inclusive education were generally favorable for the sample as a whole, attitudes differed by group and in connection to the different classification of definitions. Further results show that teachers who had a deeper comprehension of inclusive education expressed more optimism and felt more equipped to use inclusive practices.

Teachers' Preparation in Handling Learners with Special Educational Needs

The inclusion of diverse learners is emphasized in the current educational environment in the Philippines, where teachers are essential in establishing an atmosphere that supports each student's holistic development. Nonetheless, delivering quality instruction to LSEN presents a big challenge for educators.

Table 2. *Teachers' Preparations in Teaching Learners with Special Educational Needs*

<i>Major Themes</i>	<i>Core Ideas</i>	<i>Frequency of Responses</i>
Adjustment and Consideration in teaching LSEN	Profiling of LSEN and employing appropriate teaching pedagogies	Variant
Undertake professional development	Extending submission of outputs and performance tasks	General
Application of prior knowledge	Attending LSEN-related Trainings and Seminars	Typical
	Applying basic sign language and previous teaching experience	Variant

Adjustment and Consideration in Teaching LSEN

Teachers are highly adaptive in nature. Trained to handle a classroom where diverse individuals meet- in terms of gender, ethnicity, economic status, family background, among others. But mainstreaming LSEN in a classroom is a new perspective to them, thus, given the inevitability of this mandate, in a way or two, teachers adjusted, by all means, to accommodate these learners.

Profiling of LSEN and employing appropriate teaching pedagogies. Upon knowing the presence of LSEN inside the mainstream classroom, participants adjusted through profiling the learner's special educational needs that he or she needed which include the teaching pedagogies that suit him/her best. It is fundamental for a teacher to know better his or her learners. In this context of inclusivity, teachers are expected to have an inventory of his or her learners, especially those LSEN who will be needing extra help. A teacher can do a background interview with family, friends and even with the previous teachers of the LSEN. Further, after the profiling is employing appropriate teaching pedagogies. Teachers who are handling LSEN are expected to venture different kinds of teaching strategies. It is solicited from him or her to manifest the ventures to teaching strategies that suit the needs of a hearing impaired and mute learner.

Suitability of the teaching strategy is also a key factor for effective delivery in a mainstream classroom. Some benefits of teaching in mainstream classes for students with learning difficulties include the use of efficient strategies and adjustments, a positive teacher-student rapport, and real-life connections, as mentioned in the study by Hove and Phasha (2023). Teaching strategies in the classroom need to shift, from those that work for the majority of students to those that encourage the development of rich learning environments. They must enable all students to participate in the classroom environment.

One most common communication tool used in communicating with learners with difficulties in hearing and speaking is Sign Language. Unfortunately, aside from the teacher-participants, the majority of the LSEN being taught by these participants don't have the proper training too, particularly Sign Language. Signals that they are performing are just products of "balay-balay" or "ila-ilaha lang" sign language. These circumstances make the whole situation even harder.

It has been discovered in the study of Birinci and Saricoban (2021) that visual materials, as opposed to sign language devoid of any visual elements, are more successful in teaching vocabulary items to learners with difficulty in hearing learning English.

Supported by the literature review of the study of Maisarah and Mohamad (2024), investigates the efficacy of using visual aids to enhance deaf students' vocabulary acquisition of English. It examines the value of visual aids in enhancing engagement, memory and cognitive functions, and meaning expression. The study delves into the challenges that learner with difficulty in hearing encounter, such as acquiring English as a second language, inadequate exposure, and comprehending abstract concepts.

Extending submission of outputs and performance tasks. This seems to be the most common response of the participants to this subject, the consideration of the submission of minimal output. In dealing with LSEN, teachers adjusted on this part- expecting less and minimal output submissions and in performing performance considering highly the limitations set to LSEN physically.

Some benefits of teaching in mainstream classes for students with learning difficulties include the use of efficient strategies and adjustments, a positive teacher-student rapport, and real-life connections, as mentioned in the study by Hove and Phasha (2023). Reduced exclusion of students with learning disabilities from mainstream school curricula and increased student participation in the learning process are two additional benefits of teaching students with learning disabilities in mainstream classes.

Given physical limitations of the learners with difficulties in speaking and hearing, some of the written and performance tasks may be hard and heavy for them to comprehend at a given time. This core idea may be advantageous for these learners to be given ample time to work, finish and execute tasks that are possible and applicable for them. According to the study of Mpofo and Sefotho (2024), competency-based curriculum is characterized by an emphasis on the acquisition of knowledge, values, skills, abilities, and personal qualities. It is not the same as a traditional curriculum, which assesses students according to their memorization of important concepts, information, or sequences and bases learning on an academic framework. Regulating and converting performance tasks towards suitability to LSEN falls into the category of authentic assessment. This may be against the set minimum standard of the curriculum;

however, it highlights in giving a more realistic avenue for LSEN which will lead to a more authentic performance by him or her.

Undertake Professional Development

Mostly, the plight of mainstreamed participants is the incapacitation brought about by non-attendance to LSEN-related training or seminars that will jumpstart their teaching stint to LSEN. In addition, quoted in the study of Scanlon et al. (2022) showed that teachers who had received some training in teaching students with disabilities, as well as those who were more experienced and highly educated, showed greater support for inclusive education. This suggests that teachers' lack of preparation, whether total or partial, is a contributing factor in resistance to inclusive education. Regarding the advantages of inclusion, their capacity to lead integrated classrooms, and their ability to instruct students with disabilities, younger, less seasoned teachers without special education training demonstrated less enthusiasm.

Attending LSEN-related training and seminars. There is growing expectations for teachers to accommodate a heterogenous student body, and part of these preparations is to be equipped with the required knowledge on how to handle LSEN, considering the many factors that need to be put in place before, during and after his or her dealings in an everyday basis. Attendance at LSEN-related training and seminars is seen as a must base from the three participants' responses, as it becomes a challenge for them as given in their earlier responses.

Accordingly, enough training should be provided to teachers in mainstream schools who work with children who are deaf or hard of hearing so they can effectively support these students. The advantages of inclusion and how it varies from traditional education should be made more widely known (Aseery and Alasmari, 2023).

Mainstreaming LSEN will really require extra time and effort from the teacher particularly if he or she is fully aware of the variation of his or her class, and the educational needs they are needed and expected to be addressed. Unfortunately, the given instructional time is not enough for the teacher to meet all their needs, so, the teacher will find means and extra effort to have these two varied learners met, or worse, the teacher will tend to just go and consider the majority number. This core idea may boil down to the issue of the shortage of qualified Special Education Teachers (SET) who are equipped to teach and handle LSEN and their attendance to inclusive set up. They are teachers who are trained and specialized in teaching learners with special educational needs in basic education.

Application for Prior Knowledge

Asked if they are prepared for this, participants in variant frequency responded affirmatively they think they are. Educators, considering the vagueness of the profession, were versatile and ready for whatever assignment they are most needed in the name of exigency.

Applying basic sign language and the previous teaching experience. Lack of special education trained in special education was seen to be one of the seatbacks of the implementation of inclusive education, which the researchers assumed that the department already knew, and are currently looking for appropriate solutions and interventions. As the government pursues this mandate, there should also be a push to train more teachers on how to handle LSEN in an inclusive set up.

According to the findings of Bjornsrud & Nilsen (2019), educators who have previously taken part in a national school development program appear to have gained a comprehensive understanding of inclusive education, which includes catering to the various needs of each student. In their view, inclusion encompasses not only placement but also a sense of social and intellectual community. A significant discovery is that collaborative introspection within a sharing culture creates shared frames of reference for the pragmatic implementation of inclusion.

Moreover, the study of Savolainen et al. (2020), which focused on employing a cross-lagged panel design path analysis to determine the interdependent relationship between teachers' attitudes and their self-efficacy beliefs. Results show that over time, both kinds of attitudes were positively impacted by self-efficacy, but not the other way around. The relationship between efficacy and concerns was more strongly cross-lagged. Further, these findings held true for both novice and expert teachers, as well as for respondents who were male or female. This suggests that improving teachers' efficacy in implementing inclusive practices will probably cause their attitudes to shift in a positive way.

Best Teaching Practices in Dealing with Learners with Special Educational Needs

"Teaching is challenging" as they say. Working with students who have special educational needs may make the task even more difficult. But the best rewards in life and in teaching are frequently found at the end of a challenging journey. All students may learn, and both they and their teacher may succeed if they have the appropriate mindset of how the teaching-learning process should flow, including philosophies and theories, strategies, techniques, and dispositions which may apply in this study that involves inclusivity.

Table 3. *Best Teaching Practices in Dealing with Learners with Special Educational Needs*

<i>Major Themes</i>	<i>Core Ideas</i>	<i>Frequency of Responses</i>
Used of Educational Philosophies and Theories	Humanism	Typical
	Behaviorism	Variant
	Belongingness	Variant
	Modeling	Variant

Application of Teaching Approach	Whole class Approach	Variant
Utilization of Appropriate Teaching Strategies	Multi-Intelligences and Differentiated Instructions One-on-one mentoring Buddy-Buddy System	General Variant Typical
Employment of diversified Teaching Techniques	Modifications to stimulate other functional senses (clear opening of mouth and emphasis of words; eye-to-eye contact; lip reading; allowance of manipulation of gadgets)	Typical

Used of Educational Philosophies and Theories

Teachers found themselves at a nexus between epistemology and pedagogy when examining the innate insights that are motivated by an educational philosophy, particularly those that are related to the teaching of learners with educational needs in an inclusive classroom. Reasons of teaching and the educational objectives are inextricably linked to the way of teaching, and one of the most important parts of teachers' abilities as educators is the way they approach teaching through their philosophies.

Humanism. Humanism is one of the student-centered educational philosophies that a teacher may practice in his or her dealings with LSEN. It is a rational philosophy informed by science, inspired by art, and motivated by compassion. According to Agustin and Jamna (2021), the philosophy of humanism education holds that students' intellectual or cognitive development must go hand in hand with their affective development, which is also considered to be the most important aspect of education.

Further, an article from Western Governors University (2020) presented the teacher's overall responsibility in humanism which is to facilitate and serve as an example, which includes: a) Teaching learning skills. Developing students' learning abilities is the main goal of good humanistic teachers; b) They also inspire students to complete assignments. To get students interested in learning, teachers must offer them stimulating activities and motivation; c) Give them options when choosing tasks. Humanistic learning places a strong emphasis on choice, so educators have a responsibility to provide options, assist students in identifying their areas of interest, and, d) Provide chances for peer group projects. Teachers facilitate group exploration, observation, and self-evaluation. As they engage with other students who are learning concurrently with them, they will be able to accomplish this more effectively.

Behaviorism. Behaviorism's limitations resulted in the formulation of the Social Learning Theory, now Social Cognitive Theory. Behaviorism as defined by Feder (2022) in his article, highlights the interactions between people and their surroundings. These interactions, also referred to as stimuli, shape specific behaviors over time. Conditioning is the process by which a behavior develops.

In this study, the researchers give emphasis to the notion of reinforcement which is one of the key ideas in behaviorism. Teachers are expected to reinforce the limitations of LSEN present in his or her class to foster an inclusive and beneficial environment for both the regular and LSEN. In an inclusive set up, giving recognition of one's work, LSEN or regular learner alike is given emphasis. It is a reinforcement strategy which gives reward to learners who did well, and encouragements to underperforming learners to do and give their best next time.

In addition, the results of the study of Sidin (2021), supported the theory that rewarding students would motivate them to learn more and put in more effort. Students' interest in a particular subject will also be piqued by the rewards and penalties. Rewards will then be able to encourage students to perform well as a result of this. The study's findings suggest that, when used appropriately, rewards and penalties could have a significant positive impact on students' performance and motivation.

Belongingness. The personal sense of inclusion or acceptance within a community is known as social belonging. A person's identity, physical well-being, and mental health all depend on them feeling a sense of community or connectedness in a social group. In an excerpt from the book of Greenaway (2023) stated that, one of the most important things that anyone can have in life is a feeling of belonging. On the other hand, one of the most distressing realizations is that one does not belong.

In both Maslow's Hierarchy of Needs (1943), and Glasser's Basic Needs in his Choice Theory (1965), belongingness is considered an essential part of it. According to both authors, Belongingness needs self-actualization and enjoyment. According to an article by MasterClass (2022), having a sense of belonging is essential for both a person's physical and mental health. He listed the following three reasons for why it's important to feel like you belong in a group or community: (a) it creates opportunities for growth; (b) isolation can be fatal; and (c) mental health requires validation.

Lastly, Osterman (2023) stated that a large body of research suggests that a student's sense of belonging at school positively impacts both their emotional health and a variety of behavioral and attitudinal outcomes that improve learning. Relatedness is a fundamental psychological need. Students' needs for relatedness are satisfied in ways that influence their attitudes and behavior when they feel like they belong in the school community.

Modeling. In a school setting, teachers are perceived to be the models of the learners. It is impossible to not model as a teacher. Either positively or negatively, teacher's example will serve as a model for students for how life should be lived. Teacher modeling in an inclusive classroom with silent and hearing-impaired students is accomplished by the teacher modeling herself. To give students an understanding of the kinds of mental processes involved in finishing various tasks and activities, the teacher may purposefully show

them illustrations or perform an actual demonstration of how to complete an activity.

Albert Bandura published his work on Social Learning Theory, which emphasizes the importance of modeling, in 1977. Consequently, the theory known as Social Learning Theory postulates that people pick up new skills by watching and copying the actions of others. Narrations and demonstrations are two ways that teachers can model behavior. The ability for students, including LSEN, to participate in and physically witness the completion of the task helps them to better understand how to complete it on their own. To provide students an understanding of the kinds of mental processes involved in accomplishing various tasks and activities, the teacher might explicitly demonstrate to them how to complete an activity or describe what they are doing.

Application of Teaching Approaches

Philosophies come with approaches or how a teacher looks at the teaching and learning process and eventually meet the desired learning objective set for that day. As defined by Hasanova et al. (2021), Teaching Approach is a collection of ideas, values, or principles regarding the nature of learning that are applied in the classroom. With effective teaching approaches, teachers can make the classroom a fun and productive place where learners can acquire critical academic and social skills that will benefit them for the rest of their lives. Teachers in an inclusive classroom are no excuse for this call, hence, are being highly encouraged to utilize and perhaps integrate variations of teaching approaches to increase students' successful experience in a classroom.

Whole-Class Approach. The idea of whole class instruction is for students and teachers to learn simultaneously in the same room, with each person concentrating on the same learning objectives. Consequently, well-executed whole class instruction can enhance the feeling of community in the classroom. This may sound a traditional way of teaching but is effective for a participant to incorporate in an inclusive set up for the purpose of belongingness where instructions are given to all the members of the class before having an individualized instruction purposely to the LSEN.

In her study in 2020, Bovil asserted that whole-class co-creation methods are both dependent on and supportive of the development of positive relationships between staff and students as well as between students themselves, and that they may be more inclusive of students overall than other methods.

Utilization of Appropriate Teaching Strategies

Numbers of inclusive teaching strategies are available for utilization of teachers teaching or not teaching in an inclusive classroom. These are teaching strategies that focus on and give emphasis on serving the needs of every student, irrespective of their identity or background, and encourage their interest in the subject matter.

Multi-intelligences and Differentiated Instructions. Utilizing these two in a mainstreamed set-up may help in making the delivery of learning logically precise. Imploring differentiated instructions mean activating multi-intelligences every learner believed to have. According to Main (2023), each individual possesses a unique form of "intelligence", and suggests that the way people learn should be customized to their unique strengths across their multiple intelligences. On the other hand, Differentiated Instruction is the process of customizing lessons to match each student's unique interests, needs, and strengths.

According to the study by Ghaznavi et al. (2021), using Multi-Intelligences-Based Instructions (MIBI) to capitalize on students' strengths and abilities can help them succeed more socially and personally. In other words, the more suitable programs physically impaired children receive, the more likely it is that they will reach their full potential. Until children with difficulties are given the chance to discover and fulfill their potential, they will never feel that they are making progress, and multiple intelligence-based instruction is intrinsically linked to these high development levels.

Also, mentioned in the study of Onyishi and Sefotho (2020), they talked about the benefits of and strategies for using differentiated instruction to include students with special needs and/or disabilities in mainstream settings. In order to promote the adoption of practices that will benefit all students, educators must establish inclusive learning environments in line with the inclusion movement. To address the varied and heterogeneous needs of students with special needs or disabilities in mainstream classrooms, differentiated instruction has quickly developed as a teaching strategy. Adapting and modifying instruction to enable every student in a classroom to engage with the general education curriculum is the fundamental component of inclusive education.

One-on-One Mentoring. Though mostly done outside the given class hours, this approach is considered to be beneficial by the teachers in their teachings to LSEN. This may take an extra effort to the part of the teachers, as they will look for a suitable time to talk with LSEN, they will also consider the proper way of approaching them plus the questions they will be asking the LSEN, and the manner of the questioning. For teachers, it is believed to be helpful since it may open a communication connection between the teacher and the learner, and may help build trust and confidence for further conferences. One-on-one mentoring in the context of these participants' responses on inclusivity do not automatically mean the giving of individualized instructions. It is being emphasized by the participants that this approach helped them in building a bridge of connection, confidence and trust between the teacher and the LSEN.

In her article, Penny (2024) she discussed further some of the benefits of the one-on-one conference. First of all, it helps to build confidence. For silent students, asking for assistance can be frightening and awkward, particularly in a large classroom. Before students feel comfortable expressing themselves, they may need to practice with certain social challenges. Students can develop trust with their

teacher in this one-on-one setting and feel comfortable asking questions. Following their teacher's encouraging comments and receiving the necessary communication, students will be more equipped to raise questions in both their academic and professional lives. When it comes to their learning experiences both inside and outside of the classroom, this aids students in developing intrinsic motivation.

Buddy-Buddy System. In inclusive education, the buddy system is a helpful technique where students with special needs or disabilities are paired with classmates who are typically developing, or "buddies," in a classroom environment that is inclusive. The buddy system is intended to support students with disabilities in their academic endeavors, peer support, and social inclusion.

Based on the findings of the study of Tzani et al. (2019), the buddy approach is important in helping students develop a sense of responsibility, satisfaction, and pride while also fostering a sense of friendship, safety, belonging, and protection. It is also valued by both mentors and mentees. One possible early prevention and intervention strategy for school bullying is the buddy approach. Further, Hawkins (2023), states that one helpful strategy for teachers is the Buddy System. Students in general education are paired with those who require support. In order to assist their peers with classroom activities and assignments, these students adopt the role of assistant teacher or mentor.

Employment of Diversified Teaching Techniques

Effective teaching strategies are essential for capturing students' attention, encouraging learning, and boosting academic achievement. These refer to the wide range of methodologies used by teachers to engage students and promote successful learning experiences are referred to as teaching techniques. Participants in this research employ numbers of teaching techniques to encourage learning through active engagements from regular and LSEN in an inclusive classroom. Part of the challenge being encountered by the teachers is how to strategically apply techniques which can kindle participation particularly to stimulate functional senses of the LSEN present.

Modifications to stimulate other functional senses. For the participants, this modification is not about giving less importance to the would be learned competency of the learner nor undermining the capability of the learner to accomplish the particular task but rather the adjustment to what the learner can do giving consideration of his or her condition. Teachers, both in regular or mainstream set up do this modification, either in to level up or down the delivery of the competency just to cope with what is the real need of the learners.

As defined in an article Implementing Accommodations & Modifications (2024), changes in the content, quantity, instructional level, or delivery of the curriculum in the classroom or on tests are referred to as modifications. Changes essentially mean that standards and expectations are raised or lowered, meaning that students with learning disabilities are not expected to master the same academic material as their classmates. This might mean assigning a different set of materials than what the other students in the class are studying, altering the test that the student will take, or altering the grading scheme. The content is modified based on the student's aptitude and academic standing.

It is said that the absence of an important sense is the enhancement of all remaining senses. This is somehow true to some of the respondents who shifted in the stimulation and enhancement of other functional senses of the LSEN. In this study, some of the respondents opted to integrate stimulating strategies that help function the other senses to give alternative opportunities and avenues for them to still learn what needs to be learned.

Proposed Enhancements on Admission Procedures and Policies

Based on the responses of the participants, particularly those teachers who were caught surprised knowing that an LSEN or two is present in their respective classes, proposals of enhancing the admission procedures and policies are being raised by the researcher. The James L. Chiongbian National Trade School has long been accepting and mainstreamed LSEN prior to the giving emphasis on full implementation of inclusive education. The school fully accepted them given the distance of schools offering special education programs. As for the record, the school had already accepted varied learners with special educational needs like those with categorized minor and major physical disabilities and learning disabilities. Thus, before the onset of the implementation, the school had already been having formal procedural admission of LSEN.

Advocacy. Inclusive education has always been one of the advocacies of the James L. Chiongbian National Trade School. It is being included in the pre-opening of school year activities of the school such as distribution of flyers, radio-based announcement and "rekorida". Advocacy and updates on inclusive education have also been part of the agenda of the school during general parents-teachers assemblies held quarterly.

This advocacy-related activities have been successful as seen in the increase of enrolment of not just of the learners with special educational needs but as well as "balik-aral" learners. In increasing more its efficacy, the school may also advocate for the support from private sectors, stimulating private-public partnerships especially in the provisions and acquisitions of LSEN-related school supplies and materials which are of great help for the said learners. This advocacy may also go beyond the provisions of needed materials but also for financial sponsorships, particularly for those LSEN who are needing urgent assessment but lack of financial resources.

Manpower. The school administrator has assigned two school Special Education (SPED) Coordinators each for Junior High School and Senior High School. These personnel have undergone needed training and seminars at the national level, making them qualified to

handle such assignments.

Given the overall school registration and increasing enrolment of LSEN in school, manpower may also be increased. The school may send additional teachers for higher level trainings specially those who are teaching in mainstreamed classroom, and may even suggest, as part of the innovative steps, to be trained with other identified and specialized needs and difficulties, whether physical or behavioral, to maximize the capacity of handling different kinds of learner with special educational needs.

Admission. The school is currently following the set standard enrolment or registration procedures by the Department of Education. This procedure is generic for both the regular and LSEN who wish to enroll at James L. Chiongbian National Trade School. In compliance to the essence of inclusivity, the school caters to LSEN, particularly those who are already in higher years, together with the regular students and undergo the same process as the rest. But in some cases, for pastoral reasons and in obedience with the Persons with Disabilities Act of 1995, the school registration process prioritizes attending LSEN.

As part of the enhancements, which concentrated on the new entrants to the school, the administration through the registrar's office may partner with elementary schools in partially identifying outgoing learners who manifested learning and behavioral difficulties aside from those obviously manifested physical disabilities through an anecdotal writing stating teacher's observation on the said learner/s including his or her strength and weakness inside and outside the classroom. This anecdotal writing is duly signed by the teacher and agreed upon by the school head and most importantly, the parents or guardian of the said learner with full understanding that such anecdotal writing is not at all a diagnosis or assessment but rather an observation for the next grade level teacher to be aware of the learner's condition, and eventually be given an appropriate intervention. The said anecdotal writing may be attached to the School Form 9 of the learner and be presented upon enrolment.

Orientation. Accordingly, the school conducts orientation to LSEN and their respective parents before the sectioning, but this phase had not been sustained since the occurrence of the pandemic. The school may need to revitalize this very important part of the admission procedure for LSEN, with enhancements this time. The school may include not just the learner and the parents, but as well as the prospected advisers and subject teachers for proper coordination and handling. For the side of the teachers, this enhancement may prevent incidents of unawareness of the presence LSEN inside his or her class which leads to being surprised and embarrassment of both the learner and the teacher which came out as one of the major themes of this paper. It may also be a good practice if part of the orientation are the discussion of the legal bases of the inclusive education and other LSEN-related information and education materials for the awareness and updates of all those who are involve, most especially the learner himself.

Sectioning. In terms of the sectioning, it has been the practice of the Junior High School to have LSEN be sectioned in one classroom which is the schools mainstreamed set up for the said grade level. Preferably, they were sectioned in a technologically equipped classroom and teachers were equipped with technological knowledge on how to incorporate technologically driven educational materials in class which both a regular and LSEN may find enjoyable and fun. In Senior High School, LSEN sectioning is based on the assessment of the LSEN strength both in academic and skills which is done by the school's Guidance Advocate and the Senior High School Coordinator with much consideration of the learner's performance and experience in Junior High School.

As an enhancement, the administration may conduct a Focus Group Discussion among the teachers who will be teaching in the mainstream classroom, discussing the presence of the LSEN, in terms or numbers, variety of conditions, and the possible approaches and interventions. May avoid unpreparedness on the side of the teacher instead will help him or her take an advance ground as to his or her teaching pedagogies which may lead into a meaningful learning experience for all those who are involved.

Assessment, Diagnosis and Tagging. In all means, the school, particularly teachers, are avoiding using these terms in addressing the LSEN' condition given that it is not their job to assess, diagnose and tag LSEN to confirm his or her condition. Only the professional doctors have the authority to do so. The teachers' act is only limited to the observation of the learners' manifestations, particularly those with physical difficulties, much more to those with behavioral and learning difficulties.

With this limitation and acknowledging the cost that will be incurred for each assessment, the teacher and the administration may facilitate the conduct of formal assessment needed by the LSEN through allocating and sourcing out of funds and financial sponsors. Majority of the school's identified belonging to LSEN are of poor families which is seen as a contributory factor why their respective children haven't undergone such needed tests or assessment. The school may partner with stakeholders such as Barangay and Municipal Local Government Unit to allocate funds, out of the Gender and Development (GAD) Fund and Special Education Fund (SEF), to identified LSEN particularly those with behavioral and learning difficulties. The school may tap Non-Government Organizations and philanthropic private individuals and entities to sponsor or to finance the conduct of the said assessment. These assessment and diagnosis are of pivotal stage in the lives of the LSEN which may lead to appropriate interventions by the school to properly address his or her needs.

Parents Conference. A conduct of regular parents' conference may also be a good part of the cycle. This conference may be considered as a good venue for teachers to discuss with the parents, in person, the improvement as well as other concerns regarding their respective children. The parents' conference may also be a venue for parents to discuss and share, within their own level as parents, insights and helpful suggestions on how to better support their children particularly in terms of their academic performance. This activity may also be a good source of strength and inspiration, for there is no better person who can understand them better as parent of an LSEN but

another parent of an LSEN. The creation of LSEN-parent organization may also be a product of this activity which can be a good support system for the whole program implementation.

Conclusions

The practice of teaching students with special educational needs and possibly the idea of inclusive education in general has led to a number of important recommendations. It may be possible to improve the mandate that is currently in place or to create a new, better mandate for the effective accommodation of LSEN and the implementation of inclusive education with the help of these insights regarding the experiences of the teachers, the preparations which included modifications and considerations, best teaching practices, and the admission scheme of LSEN to the schools. Workers in the education field and others may create even more effective interventions that are tailor-fitted to address the underlying needs of teachers and students and improve the efficacy of inclusivity by closely analyzing and comprehending the responses faced by language teachers.

Moreover, these firsthand observations may be to enhance the execution of inclusive education, which will ultimately better serve learners with special education needs. By incorporating these recommendations into instructional strategies, educators may be able to target LSEN more effectively and teach in a mainstream environment that is in line with students' ever-changing needs and the shifting nature of education. Thus, the thoughtful implementation of these suggestions holds promise for improving the overall quality and impact of inclusive education on the lives of regular students, LSEN, and other school stakeholders, in addition to reducing difficulties. In the end, this creates an environment that is more effective and engaging for learners of all backgrounds.

The results of the study serve as markers that point stakeholders in the direction of a more dynamic and successful approach to language instruction in the ever-evolving field of education. Each party involved has a distinct role to play in putting the recommendations into practice and adding to the larger discussion on language instruction - from the Department of Education to educators, learners, parents and researchers.

The Department of Education may benchmark interventions to address the issues and concerns from the responses of the participants, particularly in providing related training and seminars to regular and general education teachers. This related training and seminars may serve as a spring bound for these teachers in better understanding LSEN and their struggles, as well as to appreciate and accommodate more the inclusive initiatives. The department may draw inspiration from the hardships of these participants with regards to their conducted adjustments and considerations to still deliver quality education to LSEN even if it means an additional workload from them. The Department of Education may consider providing language teachers with needed tools and materials to create valuable and meaningful visual learning materials since these particular types of LSEN are used as visual materials as an alternative functional sense for learning.

Further, the department may benchmark the best practices from the results of this study. And from this benchmarking, may review the foregoing mandate as to suggested pedagogies and formulate new, timely and relevant practiced approaches, strategies and techniques, and will form part of the key components of the training and seminars to be cascaded down to school level.

Integrating these discoveries becomes crucial in the context of Holy Trinity College of General Santos City. Planning strategically is necessary to comprehend and assist language teachers in adjusting to inclusive education. With a clear understanding of the institution's unique and ideal context, the insights gained can direct decisions and customize support. This in turn promotes an atmosphere that helps faculty members grow professionally, thereby enhancing their competence to create a dynamic learning environment that aligns with the current educational paradigm. Further, it is essential to emphasize the value of motivating teachers to become better educators.

A careful consideration of the implications of inclusive education becomes essential for the School Administrator at James L. Chiongbian National Trade School. It takes a nuanced understanding of the opportunities and challenges to adapt inclusively to the changing educational landscape. Furthermore, it is critical to consider teachers' personal and professional views of teaching when assigning them to work with LSEN in a mainstream classroom. These elements could be considered preferences when choosing teachers to teach other subjects in addition to language.

In addition, by using this method, educators working with LSEN in inclusive classrooms are guaranteed to have the background knowledge and viewpoints needed to successfully transfer essential skills. Feedback mechanisms and ongoing assessment are essential to support teachers in strengthening their preparation of lesson plans and evaluation processes. Frequent evaluation and input make it possible to improve and fine-tune the implementation of inclusivity, making sure that it meets the needs of regular and LSEN students alike. It also helps improve pedagogies for instruction so that learning outcomes for students can be more accurately assessed.

Also, teachers become change agents themselves. Equipped with the ability to navigate the complexities of inclusive education, they design learning environments that are supportive to both LSEN and ordinary students. To promote an enhanced teaching and learning environment that cuts across conventional boundaries, it is suggested that guidelines and procedures be understood, accepted, and followed. It is essential that language instructors are constantly exposed to the difficulties encountered when implementing inclusive education. Exposure helps teachers acquire the competencies needed to teach language subjects in an effective manner.

Furthermore, through the implementation of these recommendations into their pedagogical practices, educators can transform the way LSEN is managed and instructed alongside ordinary students in a mainstream environment, ultimately resulting in enhanced academic achievement. These recommendations cover a variety of practical tactics that are meant to foster an engaging learning environment, such as introducing interactive activities and offering tailored support. By implementing these suggestions, educators can create a dynamic environment in the classroom where learning a language is not only a chore but also an exciting adventure.

Parents too, particularly those of the LSEN, are not excused to these whole-approached efforts to maximize the implementation of inclusive education. In their means, parents are recommended to better understand the advantage of mainstreaming their respective children for it is from them that the school, especially the teacher, may solicit better participation and commitment for their children's holistic development.

At the center of a profoundly changing educational experience are Learners, who are the ultimate beneficiaries of these efforts. The research findings serve as windows into their educational journey, fostering self-awareness, and motivating continued or improved performance. Students with learning and physical difficulties experience a more engaging and rewarding educational journey as a result of the government's recognition and prompt resolution of their challenges through inclusive education. In addition to academic knowledge and important life skills, this life-changing experience gives students a holistic educational journey that gives them an advantage in terms of adaptability, resilience, and taking an active role in their own learning. The ability for learners to assume responsibility promotes motivation and learning.

For Researchers, this work serves as a guide for upcoming investigations. It provides a springboard for additional study in the ever-evolving field of language education and is positioned as a useful reference for the same or related topics. The proposed concepts serve as seeds for a lively dialogue that continuously modifies and reconfigures the educational environment. Most importantly, improving the way the teaching-learning process is delivered to students of all backgrounds depends on the use of efficient inclusive education schemes.

References

- Afitska, O. & Said, N. (2022). Meeting the Needs of Learners with Specific Learning Difficulties in Online and Face-to-Face Language Classrooms: Teacher Beliefs and Practices. *c e p s Journal* | Vol.12 | No. 4 | Year 2022.
- Agustin, Y., & Jamna, J. (2021). Philosophy of Humanism Education in the Perspective of Science Learning for Students at the Junior High School Level. *International Journal of Progressive Sciences and Technologies*, 29(2), 448-453.
- Aseery, F., & Alasmari, A. (2023). Inclusion of Deaf and Hard of Hearing Students in Saudi Arabia: A Study of the Perceptions of Teachers. *American Annals of the Deaf* 168(4), 137-156. <https://dx.doi.org/10.1353/aad.2023.a922848>.
- Birinci, F. G., & Saricoban, A. (2021). The Effectiveness of Visual Materials in Teaching Vocabulary to Deaf Students of EFL. *Journal of Language and Linguistic Studies*, 17(1), 628-645.
- Bjørnsrud, H., & Nilsen, S. (2019). Joint Reflection on Action—A Prerequisite for Inclusive Education? A Qualitative Study in One Local Primary/Lower Secondary School in Norway. *International Journal of Inclusive Education*, 23(2), 158-173.
- Bovill, C. (2020). Co-creation in Learning and Teaching: The Case for a Whole-Class Approach in Higher Education. *Higher Education*, 79(6), 1023-1037.
- DepED Order No. 23, series 2022 or the Child Find Policy for Learners with Disabilities Towards Inclusive Education
- Donath, J. L., Lüke, T., Graf, E., Tran, U. S., & Götz, T. (2023). Does Professional Development Effectively Support the Implementation of Inclusive Education? A Meta-Analysis. *Educational Psychology Review*, 35(1), 30.
- Feder, M. (2022). What is the Behaviorism Learning Theory? University of Phoenix. Updated: April 19, 2024. <https://www.phoenix.edu/blog/what-is-behaviorist-theory.html>
- Ghaznavi, N., Haddad Narafshan, M., Tajadini, M., & Caputi, M. (2021). The Implementation of a Multiple Intelligences Teaching Approach: Classroom engagement and physically disabled learners. *Cogent Psychology*, 8(1). <https://doi.org/10.1080/23311908.2021.1880258>
- Greenaway, J. (2023). A Philosophy of Belonging. University of Notre Dame.
- Hasanova, N., Abduazizov, B., & Khujakulov, R. (2021). The Main Differences Between Teaching Approaches, Methods, Procedures, Techniques, Styles and Strategies. *JournalNX*, 7(02), 371-375.
- Hove, N., & Phasha, N. (2023). Inclusion of Learners with Learning Disabilities in the Vaal Triangle Mainstream Classrooms. *African Journal of Disability*, 12. <https://doi.org/10.4102/ajod.v12i0.1163>

- Implementing Accommodations & Modifications (2024). Reaching to Educate All Children for Heaven. <https://reach.adventisteducation.org/what-every-teacher-should-know/strategies-and-modifications/>
- Krischler, M., Powell, J. J. W., & Pit-Ten Cate, I. M. (2019). What is Meant by Inclusion? On the Effects of Different Definitions on Attitudes Toward Inclusive Education. *European Journal of Special Needs Education*, 34(5), 632–648. <https://doi.org/10.1080/08856257.2019.1580837>
- Main, P (2023). Multiple Intelligences - Howard Gardner. Retrieved from <https://www.structural-learning.com/post/multiple-intelligences-howard-gardner>
- Maisarah, M. Y., & Mohamad, M. (2024). The Use of Visual Aids to Improve Deaf Students' English Vocabulary: A Literature Review. *EDP Sciences*. <https://doi.org/10.1051/shsconf/202418202001>
- Mpofu, J., & Sefotho, M. M. (2024). Challenges of Competency-Based Curriculum in Teaching Learners with Learning Disabilities. *African Journal of Disability*, 13. <https://doi.org/10.4102/ajod.v13i0.1268>
- Onyishi, C. N., & Sefotho, M. M. (2020). Teachers' Perspectives on the Use of Differentiated Instruction in Inclusive Classrooms: Implication for Teacher Education. *International Journal of Higher Education*, 9(6), 136-150.
- Osterman, K. F. (2023). Teacher Practice and Students' Sense of Belonging. In *Second International Research Handbook on Values Education and Student Wellbeing* (pp. 971-993). Cham: Springer International Publishing.
- Penny, C. (2024). 8 Reasons Why One on One Teaching Benefits Students. *Proximity Learning*. <https://www.proxlearn.com/blog/8-reasons-why-one-on-one-teaching-benefits-students>
- Regoniel, P. (2023). Exploring Phenomena: A Brief Guide to Conducting Descriptive Qualitative Research. <https://simplyeducate.me/2023/4/10/descriptive-qualitative-research/>. November 21, 2023.
- Republic Act No. 10533 or the “Enhanced Basic Education Act of 2013”
- Republic Act No. 11650 or the act “Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education”
- Saloviita, T. (2020). Teacher Attitudes Towards the Inclusion of Students with Support Needs. *Journal of Research in Special Educational Needs*, 20(1), 64-73. <https://doi.org/10.1111/1471-3802.12466>
- Scanlon, G., Radeva, S., Pitsia, V., Maguire, C., & Nikolaeva, S. (2022). Attitudes of Teachers in Bulgarian Kindergartens Towards Inclusive Education. *Teaching and Teacher Education*, 112, 103650. <https://doi.org/10.1016/j.tate.2022.103650>
- Sidin, S.A., (2021). The Application of Reward and Punishment in Teaching Adolescents. *Proceedings of the Ninth International Conference on Language and Arts (ICLA 2020)*. DOI: 10.2991/assehr.k.210325.045
- Tristani, L., & Bassett-Gunter, R. (2020). Making the Grade: Teacher Training for Inclusive Education: A Systematic Review. *Journal of Research in Special Educational Needs*, 20(3), 246-264.
- Tzani, Kalliopi & Ioannou, Maria & Synnott, John & McDonnell, Dean. (2019). Peer Support at Schools: The Buddy Approach as a Prevention and Intervention Strategy for School Bullying. *International Journal of Bullying Prevention*. 1. 10.1007/s42380-019-00011-z.
- Yoro, J., Fourie J., & van der Merwe, M. (2020). Learning Support Strategies for Learners with Neurodevelopmental Disorders: Perspectives of Recently Qualified Teachers. *African Journal of Disability*, Volume 9. 10.4102/ajod.v9i0.561
- Zdoupas, P. & Laubenstein, D. (2023). Perceptions of Inclusion in Students with Diagnosed Behavioural, Emotional and Social Difficulties (BESD) Displaying Internalising and Externalising Behaviour in Inclusive and Special Education. *European Journal of Special Needs Education*, 38:5, 717-730, DOI: 10.1080/08856257.2022.2159281.

Affiliations and Corresponding Information

Marcelino M. Sababan, Jr.

Division of Sarangani

Department of Education – Philippines

Melanie-Chel N. Panerio

Holy Trinity College of General Santos City – Philippines