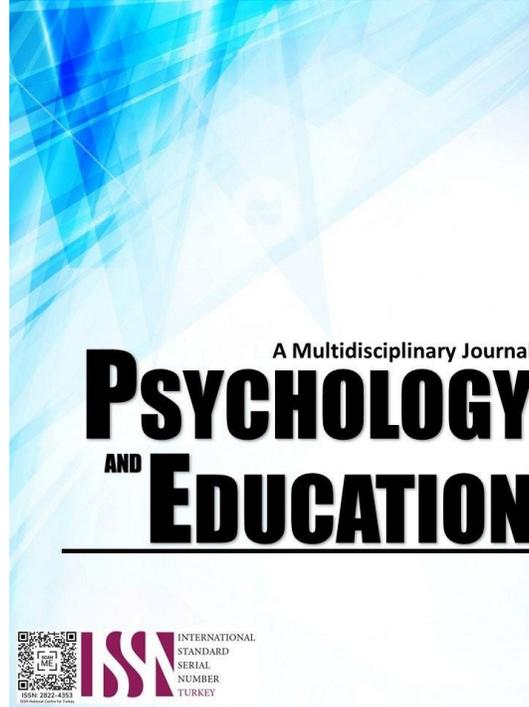


SEEING LEARNING DIFFERENTLY: TEACHERS' PERCEPTIONS ON THE USE OF AUDIO-VISUAL PRESENTATIONS FOR STUDENTS WITH INTELLECTUAL DISABILITIES



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Seeing Learning Differently: Teachers' Perceptions on the Use of Audio-Visual Presentations for Students with Intellectual Disabilities

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Abstract

Inclusive education emphasizes providing equitable learning opportunities for all learners, including those with intellectual disabilities (ID). This qualitative study explored the perceptions of Senior High School teachers in Region XII, Philippines, regarding the use of audio-visual presentations for students with intellectual disabilities. Guided by Mayer's Cognitive Theory of Multimedia Learning, the study employed semi-structured interviews with fifteen purposively selected teachers. Data were analyzed using thematic analysis. Findings revealed that audio-visual presentations enhanced learners' attention, comprehension, and participation when materials were simple, well-paced, and developmentally appropriate. Teachers emphasized careful selection, organization, and integration of multimedia materials to prevent cognitive overload. The study concluded that audio-visual presentations are practical tools for promoting meaningful learning among students with intellectual disabilities when thoughtfully designed and supported by inclusive teaching strategies. Implications include strengthening teacher training in accessible multimedia design and enhancing institutional support for inclusive digital instruction.

Keywords: *audio-visual presentations, intellectual disability, meaningful learning, multimedia learning, inclusive education, teacher perceptions*

Introduction

Audio-visual presentations for Students with Intellectual Disabilities represent an emerging focus in global education as schools continue to integrate technology to support diverse learners. Across the globe, the challenge of providing accessible and inclusive instruction for students with intellectual disabilities persists despite the growing use of multimedia tools in classrooms (Shabiralyani, 2015). The need to understand how teachers perceive and utilize audio-visual presentations for this group of learners remains a pressing concern in achieving equitable educational practices (Barman et al., 2021).

In the United States, challenges continue in ensuring that technology-based instructional materials meet the diverse needs of students with intellectual disabilities (Smith, 2023). In India, the use of audio-visual tools in classrooms still poses difficulties in meeting the learning needs of these students (Barman, Bhattacharyya, & Barman, 2021). In Australia, the implementation of inclusive multimedia instruction for learners with intellectual disabilities remains an educational issue that requires continued attention (Forlin, 2023).

In the Philippines, Audio-Visual Presentations for Students with Intellectual Disabilities remain a concern in achieving inclusive and effective classroom instruction. Despite the presence of technology in schools, challenges persist in providing appropriate materials and strategies that address the learning needs of students with intellectual disabilities (Campado et al., 2023; Quiño-Justol, 2024). Teachers continue to face difficulties in using audio-visual presentations that support meaningful participation by these learners (Dela Cruz, 2024).

Despite these challenges, research indicates that appropriately designed audio-visual presentations can significantly enhance learning for students with intellectual disabilities. Visual representations combined with auditory explanations help simplify abstract concepts, sustain attention, and improve comprehension. When aligned with learners' cognitive capacities, audio-visual tools foster engagement and support meaningful learning experiences in inclusive classrooms. The growing use of audiovisual presentations in inclusive classrooms has led to limited research examining how teachers perceive their effectiveness in supporting students with intellectual disabilities. If this issue remains unaddressed, students with intellectual disabilities may continue to experience disengagement and limited comprehension despite the integration of educational technology. It is therefore urgent to explore teachers' perceptions to ensure that technology-enhanced strategies truly promote inclusive, effective, and meaningful learning experiences for all learners.

Research Questions

This study, therefore, sought to explore teachers' perceptions of the use of audiovisual presentations for students with intellectual disabilities. Specifically, it sought to answer the following questions:

1. What meaningful learning outcomes do teachers observe among students with intellectual disabilities when audio-visual presentations are used?
2. How do teachers select audio-visual materials to support meaningful learning?
3. How do teachers organize audio-visual materials for instructional use?
4. What strategies do teachers use to integrate audio-visual materials in promoting meaningful learning?

Literature Review

Meaningful Learning and Students with Intellectual Disabilities (ID)

Supporting the learning needs of students with intellectual disabilities requires a deep understanding of their unique cognitive profiles, strengths, and challenges. Students with ID often struggle with processing speed, memory retention, and attention regulation, making traditional text-heavy instruction less effective for them (Mayer, 2021). Because of these learning characteristics, they benefit from instructional strategies that simplify complex concepts and make learning more concrete and accessible. Audio-visual presentations have emerged as a valuable tool for supporting these learners, as they combine visual and auditory cues that help bridge comprehension gaps and enhance motivation (Barman et al., 2021).

Studies on inclusive education emphasize that learning for students with ID improves when information is presented through multisensory formats that allow them to focus on essential content while minimizing cognitive overload (Alghamdi, 2021). Social theories of learning also highlight the importance of students' interactions with their environment, peers, and teachers, suggesting that meaningful learning is shaped by supportive classroom structures and accessible instructional materials (Bronfenbrenner & Morris, 2022). This perspective resonates with the use of audio-visual materials, which help students better connect with the lesson and participate more actively in classroom activities.

Selection and Appropriateness of Audio-Visual Materials

The selection of instructional materials plays a crucial role in promoting meaningful learning for students with intellectual disabilities. Teachers must ensure that audio-visual presentations are simple, relevant, and developmentally appropriate. Research stresses that students with ID are easily overwhelmed by fast-paced or visually complex videos, which can impede comprehension and increase distraction (Rice et al., 2022). Therefore, teachers often choose short clips, clear images, and presentations with minimal text to keep students focused and support understanding.

Studies show that when audio-visual content is tailored to the learner's cognitive level, students demonstrate improved recall, greater task participation, and increased motivation to learn (Dechsling, 2024). However, when materials are not appropriately selected—such as being overly long, overly colorful, or overly animated—students may show signs of restlessness or disengagement. This highlights the need for teachers to be intentional in screening or modifying materials to match students' learning needs.

Strategies for Organizing Audio-Visual Materials

The organization and structure of audio-visual materials greatly influence how students with intellectual disabilities process information. Mayer's Cognitive Theory of Multimedia Learning emphasizes reducing extraneous load, chunking information, and logically sequencing content to enhance comprehension (Mayer, 2022). These principles are especially relevant for learners with ID, who often require more time to absorb and integrate new information.

Teachers frequently apply these strategies by breaking videos into shorter segments, pausing for explanations, and presenting information from simple to complex. Studies have shown that chunking content into smaller, manageable parts helps students retain information more effectively and reduces cognitive fatigue (Shabiralyani et al., 2020). Additionally, using clear transitions, minimal text, and consistent visual cues helps students follow the lesson more effectively. When audio-visual presentations are well organized, students become more confident in answering questions, participating in activities, and demonstrating understanding of the lesson.

Inclusive Use of Audio-Visual Presentations in Classroom Instruction

Integrating audio-visual materials into inclusive classrooms requires both instructional skill and sensitivity to students' diverse needs. Teachers often use audio-visual presentations as motivational tools to introduce lessons, explain concepts visually, or reinforce learning through demonstration. According to Starks et al. (2023), multimedia resources not only increase engagement but also support differentiated instruction by accommodating varied learning styles.

However, meaningful integration requires balancing multimedia with teacher-guided instruction, hands-on activities, and opportunities for student interaction. Students with intellectual disabilities benefit most when audio-visual content is combined with scaffolding strategies such as guided questioning, modeling, and peer support. Teachers also adjust environmental conditions—such as seating arrangements, lighting, and noise levels—to ensure that students remain attentive during viewing.

Research further highlights that inclusive use of audio-visual materials fosters social participation by encouraging students to engage in shared viewing, class discussions, and collaborative tasks (Campado et al., 2023). These practices not only improve learning but also strengthen social interactions and confidence among learners with ID.

Methodology

Research Design

This study used a descriptive qualitative research design. Descriptive qualitative research is a method that provides straightforward and detailed descriptions of participants' perspectives and experiences in their natural context (Sandelowski, 2000). This design was chosen



because it allows the researcher to capture teachers' perceptions without abstract interpretation. Since the research problem centers on teachers' perceptions of using audio-visual presentations for students with intellectual disabilities, this approach ensures that their insights are authentically described and directly connected to classroom realities.

Participants

This study used purposive sampling to select the participants. Purposive sampling is a nonprobability sampling technique in which participants are deliberately chosen because they possess specific knowledge or experience related to the phenomenon being studied (Patton, 2002; Creswell, 2023). This technique was chosen to ensure that only teachers with expertise in working with learners with intellectual disabilities and in using audio-visual presentations are included. A total of fifteen (15) Senior High School teachers from Glan 3 District will be interviewed. These teachers were chosen because their experiences and perceptions directly address the research problem and provide meaningful insights into the use of audio-visual presentations in inclusive classrooms.

Instrument

The researchers created guided questions to collect participants' perspectives, experiences, and insights. To ensure its accuracy and reliability in answering the research questions, research experts conducted a validation process. The researchers requested a schedule for conducting separate semi-structured interviews with the teachers and explained the purpose and method of the in-depth interviews. Semi-structured interviews are widely used in qualitative research, and the effectiveness of the interview guide plays a crucial role in shaping the study's outcomes (Kallio et al., 2016). Hence, the participants, including the teachers, provided valid replies with the full agreement and support of the school administrator.

Procedure

Before data collection, permission was secured from school administrators. Participants were informed of the study's purpose and provided informed consent. Semi-structured interviews were conducted at times convenient for the participants. Each interview lasted approximately 30–45 minutes and was audio-recorded with permission. Interviews were conducted until data saturation was achieved.

Data Analysis

The data were analyzed using thematic analysis. Interview recordings were transcribed verbatim and read repeatedly to ensure familiarization with the data. Initial codes were generated and grouped into categories, which were refined into major themes aligned with the research questions. This systematic process ensured consistency, credibility, and depth in data interpretation.

Ethical Considerations

Ethical considerations will be prioritized throughout the research process. The study upheld the rights and well-being of the teacher as the subject of the study and the participants, fostering trust and transparency in the research process (Arifin, 2018). Informed consent was obtained from the teacher, ensuring that participants fully understand the study's purpose and their right to withdraw at any time, with participation remaining completely voluntary (Beauchamp & Childress, 2019). Furthermore, the interviews were conducted respectfully and sensitively, in line with participants' perceptions of the diagnosed student, ensuring their comfort and privacy. In the same manner, protecting participants' data privacy and confidentiality is essential for maintaining trust and respecting individuals' rights (Kang & Hwang, 2023). With this, sensitive information such as the participants' identities was protected, and their data was handled with integrity (McDonald & Sadiq-Sangster, 2018).

Lastly, transparency must be maintained throughout the research process to enhance the study's credibility and integrity (Lincoln & Guba, 1985). Thus, the researchers upheld transparency by maintaining openness in reporting methods, results, and findings, fostering accountability and trust among researchers, participants, and the public.

Results and Discussion

This section presents the study's findings derived from a thematic analysis of teachers' interview responses. The tables summarize key themes, significant statements, and instructional practices related to the use of audio-visual presentations for students with intellectual disabilities.

Table 1. *Perceptions of teachers on the use of audio-visual presentations for students with intellectual disabilities*

<i>Themes</i>	<i>Significant statements</i>
Perceived Learning Outcomes	“Students focus more when there are videos and pictures.”T1 “They can recall lessons better when visuals are used.”T4 “Some get distracted when the video is too fast.” – T8. “They participate more when the material is colorful and simple.” – T3.
Criteria for Selecting AV Materials	“It must be simple, with fewer words and more visuals.” T2 “I check if the video is appropriate for their level.” – T6 “Short videos work best; long ones overwhelm them.” – T9 “Sometimes I create my own materials because online videos are too complex.” – T5
Organizing Multimedia for Learning	“I chunk the lesson into short parts so they won’t get confused.” – T4



Integrating AV Tools into Instruction	“I pause frequently to explain the scenes.” – T7
	“I arrange visuals from simple to complex.” – T3
	“If the slideshow is too packed, they can't follow.” – T10
	“I use AV materials at the start to motivate them.” – T1
	“I combine videos with hands-on activities.” – T6
	“We use pictures for routines and step-by-step tasks.” – T12
	“Too much video time makes them restless.” – T8

The theme of Perceived Learning Outcomes is prominently illustrated in Teachers consistently reported that audio-visual presentations enhanced students’ attention, engagement, and recall of lesson content. Statements such as “Students focus more when there are videos and pictures” (T1) and “They can recall lessons better when visuals are used” (T4) indicated that visual and auditory elements supported learners’ comprehension. These findings align with the Cognitive Theory of Multimedia Learning, which posits that meaningful learning occurs when learners actively select and process information through both visual and auditory channels.

However, teachers also noted that some students became distracted when videos were fast-paced or overly detailed. As one participant stated, “Some get distracted when the video is too fast” (T8). This suggests that poorly designed multimedia materials may increase cognitive load, limiting learners’ ability to process information effectively. These findings highlight the importance of pacing and simplicity when using audio-visual presentations for students with intellectual disabilities.

The second theme, Criteria for Selecting AV Materials, reveals that Teachers emphasized that selecting appropriate audio-visual materials was critical to promoting meaningful learning. Participants described prioritizing simplicity, relevance, and developmental appropriateness. For example, “Short videos work best; long ones overwhelm them” (T9) reflected teachers’ awareness of students’ limited attention spans. Another teacher shared, “Sometimes I create my own materials because online videos are too complex” (T5), indicating challenges in accessing suitable resources.

These findings suggest that teachers often compensate for the lack of accessible materials by modifying or developing their own content. This reinforces the need for institutional support and professional development focused on accessible multimedia design for inclusive classrooms.

The theme of Organizing Multimedia for Learning further supports CTML principles, particularly the need to reduce cognitive overload. Teachers reported carefully organizing audio-visual materials to help students process information. Strategies such as chunking content, sequencing visuals from simple to complex, and pausing videos for explanation were commonly employed. Statements such as “I chunk the lesson into short parts so they won’t get confused” (T4) and “I arrange visuals from simple to complex” (T3) illustrate these practices.

These organizational strategies reflect core principles of CTML, particularly the reduction of extraneous cognitive load. By deliberately structuring content, teachers helped learners build coherent mental representations, which in turn supported comprehension and retention.

The fourth theme, Integrating AV Tools into Instruction, emphasizes the importance of pairing multimedia with interactive, hands-on activities. Teachers strategically integrated audio-visual presentations into lessons rather than relying on them exclusively. Many used multimedia as motivational tools at the beginning of lessons, as noted in “I use AV materials at the start to motivate them” (T1). Others combined videos with hands-on activities to reinforce learning.

At the same time, teachers remained cautious about overuse. One participant noted, “Too much video time makes them restless” (T8), emphasizing the need for balance. These findings underscore that audio-visual presentations are most effective when combined with guided instruction, interaction, and active learning strategies.

Across the four themes, the findings reveal that teachers perceive audio-visual presentations as valuable tools that enhance engagement, comprehension, and participation among students with intellectual disabilities—provided that materials are simple, well-structured, and integrated with purposeful teaching strategies. These insights align closely with CTML and the existing literature advocating for carefully designed, intentionally delivered multimedia instruction in inclusive settings.

Table 2. *Strategies and approaches used by teachers when utilizing audio-visual presentations for students with intellectual disabilities*

<i>Themes</i>	<i>Significant statements</i>
Effective Teaching Approaches	“I pause the video frequently so they can process the information.” – T4. “I use short clips because long videos overwhelm them.” – T9. “I explain each part of the presentation slowly and clearly.” – T2.
Behavioral and Support Strategies	“I reinforce the video with hands-on practice after watching.” – T6. “I use colorful visuals to capture their attention and reduce restlessness.” – T3. “When someone gets overstimulated, I dim the screen or slow down the pace.” – T8. “We sit them near the front so they can focus better during the video.” – T5.
Classroom Accommodations	“I pair them with a patient classmate who can guide them during viewing.” – T1 “I simplify the slideshow by removing distracting animations.” – T7



“I allow them extra time to respond after the video.” – T10
 “We use headphones when needed so they can focus on the audio.” – T11.
 “I give shorter viewing tasks to avoid cognitive overload.” – T12.

Implementing effective strategies and interventions is essential for supporting students with intellectual disabilities in multimedia-enhanced classrooms. Table 2 outlines various approaches employed by teachers, categorized into effective instruction, behavioral and emotional support, and classroom accommodations. These strategies reflect teachers' efforts to align audiovisual instruction with students' cognitive processing needs.

The theme Effective Teaching Approaches: Teachers adjusted pacing, reinforced content, and provided repeated explanations to support learners' comprehension. Statements such as “I pause the video frequently so they can process the information” (T4) and “I reinforce the video with hands-on practice after watching” (T6) demonstrate teachers' efforts to scaffold learning.

These practices align with research emphasizing the importance of multisensory and reinforced instruction for students with intellectual disabilities. By slowing instruction and reinforcing content, teachers minimized cognitive overload and promoted deeper understanding.

The second theme, Behavioral and Support Strategies, centers on maintaining students' engagement and regulating sensory stimulation during AV viewing. Teachers observed that visual elements can help manage attention, as reflected in “I use colorful visuals to capture their attention and reduce restlessness” (T3). However, some students may become overstimulated, requiring adjustments such as dimming the screen or slowing down content. The statements also suggest the importance of proximity and peer support, as in “We sit them near the front so they can focus better during the video” (T5) and “I pair them with a patient classmate who can guide them” (T1). These findings echo the literature, which emphasizes structured support and environmental positioning to facilitate focus among learners with ID.

The theme Classroom Accommodations reflects teachers' modifications to multimedia materials and viewing conditions. Teachers took steps to simplify slideshows and limit distracting animations, as seen in “I simplify the slideshow by removing distracting animations” (T7). This supports the CTML principle of reducing extraneous processing. Teachers also allowed extended processing time after the video and used headphones for selective listening, which is consistent with inclusive practices recommended for students with sensory processing challenges. By offering shorter viewing tasks and flexible timing, teachers ensured that audio-visual presentations remained accessible and manageable for all learners.

Overall, the strategies presented in Table 2 demonstrate a comprehensive and responsive approach to the use of audio-visual materials for students with intellectual disabilities. Teachers combined instructional pacing, behavioral supports, and environmental accommodations to optimize meaningful learning, aligning with the principles of inclusive education and multimedia learning.

Table 3. *Collaboration and Inclusive Practices of Educators*

<i>Theme</i>	<i>Significant statement</i>
Collaboration with SPED Teachers and Support Personnel	We coordinate with SPED teachers to check if the AV materials fit the learners' level.” – T3. “I ask the SPED coordinator for advice when selecting videos for students with ID.” – T7. “The guidance counselor helps us understand how certain visuals may affect the students emotionally.” – T9. “We work as a team when modifying lessons that include audio-visual components.” – T1.
Improving Inclusivity in Multimedia Instruction	“We simplify the visual content so students with ID can participate fully.” – T2 “I make sure AV materials do not overwhelm them with too many colors or movements.” – T6. “We adjust captions and audio to make the content easier to follow.” – T11.
Shared Responsibility and Team-Based Support	“We plan lessons so that all students can join the activity after watching the video.” – T5. “We discuss which parts of the AV lesson need reinforcement at home.” – T4. “Teachers share tips on which videos work best for certain learning tasks.” – T10. “We regularly meet to reflect on what multimedia strategies helped the students the most.” – T12. “Everyone contributes to adapting AV materials to ensure no student is left out.” – T8.

Collaboration plays a central role in ensuring that audio-visual materials are effectively used in inclusive classrooms. Table 3 illustrates how teachers work alongside SPED personnel, guidance counselors, and fellow educators to create adaptive and supportive learning environments for students with intellectual disabilities. These partnerships enhance the quality of multimedia instruction and ensure alignment with the learners' cognitive and behavioral needs.

The theme Collaboration with SPED Teachers and Support Personnel highlights teachers' reliance on specialized expertise to refine the selection and adaptation of AV materials. Statements such as “We coordinate with SPED teachers to check if the AV materials fit the learners' level” (T3) and “The guidance counselor helps us understand how certain visuals may affect the students emotionally” (T9) demonstrate the importance of interdisciplinary teamwork. This collaboration ensures that multimedia content not only supports learning but is also developmentally appropriate and sensitive to students' emotional responses. Research emphasizes that coordinated planning among educators improves instructional consistency and promotes inclusive practices (Hamilton & Astraownik, 2016).

The second theme, Improving Inclusivity in Multimedia Instruction, reflects teachers' efforts to make AV materials accessible for all learners. Teachers described modifying visual complexity, adjusting audio, adding captions, and ensuring that students with ID can

follow the content without experiencing cognitive overload. For example, “We simplify the visual content so students with ID can participate fully” (T2) and “We adjust captions and audio to make the content easier to follow” (T11) reflect deliberate attempts to align multimedia content with learners’ processing capacities. These strategies are consistent with the principles of Universal Design for Learning (UDL), which advocate providing multiple means of engagement, representation, and expression.

The final theme, Shared Responsibility and Team-Based Support, illustrates a culture of collective effort among educators. Teachers regularly reflect, share insights, and collaborate to adapt audio-visual tools for instructional use. Statements such as “Teachers share tips on which videos work best for certain learning tasks” (T10) and “Everyone contributes to adapting AV materials to ensure no student is left out” (T8) indicate strong collegiality and shared commitment to inclusive education. This collaborative environment allows teachers to continually improve multimedia practices and support diverse learner needs.

Overall, the themes presented in Table 3 highlight the importance of teamwork, inclusive planning, and shared expertise in maximizing the effectiveness of audio-visual materials for students with intellectual disabilities. Through collaboration and continuous adaptation, teachers uphold the principles of inclusive education and promote meaningful learning experiences for all students.

Conclusions

This study explored teachers’ perceptions of the use of audio-visual (AV) presentations in supporting meaningful learning among students with intellectual disabilities (ID). Guided by Mayer’s Cognitive Theory of Multimedia Learning (CTML), the findings revealed that audio-visual materials play a significant role in enhancing student engagement, comprehension, and participation when appropriately designed and delivered. Teachers consistently observed that visuals and simplified multimedia presentations help learners with ID retain information, stay focused, and demonstrate improved understanding of lesson content.

The results highlighted four significant areas of teacher perception: learning outcomes, material selection, content organization, and instructional integration. Teachers reported that AV tools capture student attention effectively, but can also overstimulate when materials are too fast-paced, visually complex, or lengthy. As such, careful selection of content—focusing on relevance, simplicity, and developmental appropriateness—was identified as essential. Teachers also emphasized the importance of organizing multimedia materials through logical sequencing, chunking content, and pausing frequently to ensure students have adequate time to process.

Furthermore, integrating AV presentations into classroom instruction requires more than simply showing videos or slideshows. Teachers paired multimedia with hands-on activities, guided discussions, and peer support to reinforce understanding. Behavioral and instructional accommodations, such as front seating, modified visuals, extra processing time, and reduced distractions, were also crucial in ensuring that AV materials genuinely support learning rather than overwhelm learners.

Collaboration emerged as a key factor in strengthening the effectiveness of multimedia instruction. Teachers frequently consulted SPED personnel, guidance counselors, and fellow educators to adapt AV materials and plan inclusive lessons. This shared responsibility reflects an inclusive teaching culture that prioritizes the diverse needs of learners with ID.

Overall, the findings suggest that audio-visual presentations are valuable instructional tools in inclusive classrooms, provided that teachers thoughtfully adapt materials, regulate pacing, and integrate multimedia with supportive teaching strategies. The study underscores the need for continuous teacher training on accessible multimedia design, increased availability of developmentally appropriate AV resources, and stronger institutional support for inclusive digital instruction. By aligning multimedia practices with both cognitive theories and inclusive education principles, teachers can better facilitate meaningful, equitable learning experiences for students with intellectual disabilities.

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