

# INCLUSIVE EDUCATION PRACTICES AMONG SPED/GEN-ED TEACHERS IN DAVAO CITY

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## Abstract

This research project centers on improving inclusive education practices, specifically focusing on Davao City, Philippines, where challenges in implementing inclusive education have been observed. Drawing on the experiences of educators, the study identifies critical issues in teaching practices, encompassing high expectations, full participation, communication strategies, curriculum and instruction, family-school partnerships, future planning, social relationships, professional development, ongoing assessment, team collaboration, and self-determination.

Inclusive education, a globally accepted educational strategy, ensures that every student can learn in a supportive and non-discriminatory environment. Aligned with the human right to education, as stated in the 1948 Universal Declaration of Human Rights, inclusive education advocates for accessible, equitable, and quality education for all, free from discrimination based on various factors. Examining international contexts, the research references a Namibian study revealing barriers to inclusive education, such as rigid curricula, insufficient training, resources, and instructor leadership support. Similar challenges were identified in New Zealand, where early childhood programs exhibited varying degrees of responsiveness to children with special needs.

Motivated by these findings, the researchers aim to investigate the placement of students with disabilities in inclusive education programs, the provision of inclusive education training, and the overall effectiveness of the initiative's implementation. The study also explores inclusive education practices in the Philippines, seeking insights into the perspectives of educators and stakeholders involved in both Special Education (SPED) and General Education (GenEd) programs.

The results of this research are anticipated to provide valuable information on the efficacy of inclusive education practices and the strategic planning of educators in handling students with disabilities within the Philippine inclusive education framework. Ultimately, the findings aim to contribute to enhancing inclusive education practices in Davao City and offer insights applicable to broader educational contexts in the Philippines.

*Keywords: Inclusive education, Challenges, Teaching practices, Special education, General education, Philippines*

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## 1. Introduction

The research project's primary area of interest is education with a particular emphasis on the improvement of Inclusive education practices. Researchers have observed that inclusive education practices in Davao City is continuing to face various challenges. Drawing from their experiences in the field of teaching, they identified the following issues and problems in the teaching practices which includes the following: high expectations and least dangerous assumptions; general education class membership and full participation; quality augmentative and alternative communication; curriculum, instruction, and support; family and school partnership; futures planning; social relationships and natural supports; professional development; ongoing authentic assessment; team collaboration; and self-determination.

Ensuring that every student has the chance to learn alongside their peers in general education

classrooms, irrespective of their skills, disabilities, or other characteristics, is known as inclusive education. Creating a welcoming and encouraging environment that supports each student's growth and success is the aim of inclusive education. As a modern educational strategy currently accepted worldwide, inclusive education was implemented to guarantee the quality of and suitable education for all students (Subotić, S., & Anđić, B., 2014). The human right to education, stated in the 1948 Universal Declaration of Human Rights, is the cornerstone of inclusive education. A logical consequence of these rights is that "all children have the right to receive the kind of education that does not discriminate on any grounds, such as class, ethnicity, religion, economic status, refugee status, language, gender or disability." (UNESCO, 2000). These rights specifically encompass "Access to free and compulsory education, equity, equality, inclusion, non-discrimination, the right to quality education, content and learning process." (UNESCO, 2000, p. 84).

In a global context, a study has been carried out to assess the problems influencing the implementation of inclusive education methods in a subset of Namibian secondary schools in the Omaheke region. According to the study, there are a number of issues that prevent inclusive education from occurring, including rigid curricula, an absence of training, resources, and supporting leadership for instructors. Additionally, they stated that parents, teachers, and other relevant stakeholders are urged to examine the noted outcomes and work toward formulating strategies that guarantee inclusive education. Such support, involves providing teachers in-service training in teaching students with special educational needs, supplying schools with sufficient funding to meet the diverse needs of every student, and modify the curriculum to meet the needs of all students and ensure that they are all given the opportunity to learn (Mokaleng & Andrew, 2020). In addition, although early childhood teachers considered that early childhood programs in New Zealand were generally flexible and friendly, the study revealed that some programs did not effectively respond to children with special needs (Singh & Zhang, 2022).

The above-noted matter the study made the researchers to examine how students with disabilities are placed in an inclusive education program in schools, how inclusive education training is given to them, and how well all teachers involved in the inclusive education initiative's implementation. Additionally, the information concerning inclusive education practices and SPED/GenEd in the Philippines on its general perspective pushed the researchers to view the Inclusive education programs implemented by educators and other stakeholders in the in the scholastic field to determine its effectiveness. The results of this study will offer information on the efficacy of the inclusive education practices, planning strategy of educators in handling students with disabilities in an inclusive education setup in the Philippines.

## 2. Review of Related Literature

Inclusive education fosters a learning environment that embraces diversity and promotes equal opportunities. By including students with diverse learning needs in mainstream classrooms, inclusive education SPED goes beyond academic achievement; it cultivates a supportive, respectful, and enriching educational environment that prepares students for a more inclusive and understanding society.

**High Expectations and Least Dangerous Assumptions.** According to Cochrane (2017), Inclusive education stands as a model designed to accommodate and support a wide range of learners with diverse needs within a general education environment. The philosophy and principles advocating for inclusion have garnered substantial support from various governmental and educational stakeholders. However, the actual implementation of full inclusion tends to face resistance from educators for various reasons. Despite this resistance, research indicates that inclusive practices have shown no negative effects and, in numerous instances, have provided advantages to all students involved, including those with special education needs and their typically developing peers. Several studies focusing on the academic achievement and adaptive growth of students with special education needs in inclusive settings have demonstrated that these practices do not harm the learning process. Moreover, they've highlighted that inclusive education often yields benefits for all

learners involved. By fostering an inclusive environment, students with diverse needs can thrive academically and socially alongside their typically developing peers. These findings challenge the misconceptions or concerns that implementing inclusive practices may hinder the educational experience or progress of students, thereby supporting the assumption that inclusive, general education programs have the potential to facilitate the academic and social development of all learners involved, irrespective of their abilities or needs.

**General Education Class Membership and Full Participation.** According to Norwich (2022), prevailing discourse requires a more expansive viewpoint beyond the concentration on empirical factors alone. Instead, the authors advocate for a more comprehensive understanding of inclusive education as a multifaceted and intricate concept influenced by various elements, including the values and beliefs held within the school community. Inclusive education, according to the paper's argument, shouldn't solely revolve around empirical data or measurable factors. While empirical evidence and measurable outcomes certainly play a role in understanding inclusive practices, the authors suggest that a broader conceptualization is necessary. This expanded view should encompass the diverse and complex interplay of factors that contribute to creating an inclusive educational environment. One crucial aspect highlighted by the authors is the significance of values and beliefs within the school community. They argue that these intangible elements significantly shape the nature and success of inclusive education. The beliefs and values held by teachers, administrators, students, parents, and the broader community play a pivotal role in shaping policies, practices, and the overall culture of inclusion within educational institutions. By emphasizing the complex nature of inclusive education, the paper encourages a deeper examination and appreciation of the diverse range of factors that contribute to its effectiveness. This broader perspective acknowledges the importance of not only empirical evidence but also the socio-cultural, philosophical, and contextual aspects that influence the implementation and success of inclusive practices within educational settings.

**Quality Augmentative and Alternative Communication.** A study conducted by Maresca et. al (2019), assessed the effectiveness of low-tech augmentative and alternative communication (AAC) aids in enhancing the quality of life (QoL) and managing mood disorders in individuals affected by amyotrophic lateral sclerosis (ALS) during the early stages of the disease, characterized by initial speech difficulties. The research spanned approximately six months and consisted of two phases: AAC-intervention (AAC-I) lasting three months, followed by AAC-familiarization (AAC-F) for another three months. Throughout the AAC-I phase, a three-phase AAC intervention model was implemented to assess language intelligibility, communication needs, participation patterns, and adjustment to AAC tools. The study evaluated ten patients with ALS at the onset of speech challenges (T0), at the conclusion of AAC-I (T1), and at the conclusion of AAC-F (T2). Results showed gradual and significant improvement in various aspects, notably in the patients' acceptance of AAC aids, mood, and overall QoL. Additionally, a decrease in caregiver burden was observed. The research indicated the utility of AAC aids even during the early stages of ALS in individuals experiencing dysarthria. The authors emphasized that AAC training (AAC-T) could serve as a transitional tool between the initial and later phases of the disease, when patients may require high-tech communication devices like eye-tracking systems.

Overall, the study highlighted the positive impact of early AAC training in individuals with ALS, showcasing how specific strategies and low-technology aids can significantly enhance the QoL of patients and reduce stress and depression for both patients and their caregivers. The findings underscored the importance of implementing AAC interventions early in the disease progression, demonstrating its potential as a beneficial tool in managing communication difficulties and enhancing the overall well-being of individuals with ALS and their caregivers.

**Curriculum, Instruction, and Support.** According to Hayes & Bulat (2017), The impact of disability on a child's life is often profound, causing significant marginalization. Within the realm of education, catering to the diverse learning needs of students with disabilities poses considerable challenges, particularly in settings constrained by limited resources, such as schools, districts, and countries facing significant constraints. Inclusive education, a system that actively involves all students, including those with

disabilities or other learning impediments, in a high-quality educational environment, has demonstrated remarkable effectiveness in facilitating learning for all students, despite persistent obstacles hindering its implementation. This guide aims to offer recommendations for the development of inclusive education systems and policies, especially tailored for low- and middle-income countries transitioning from segregated education systems to inclusive ones. The focus lies on addressing the needs of countries with constrained resources when adopting inclusive education practices. However, the strategies and recommendations put forth in this guide are designed to be adaptable and valuable in various contexts where inclusive education practices have yet to be fully embraced. By offering targeted suggestions for nations grappling with resource limitations, this guide seeks to bridge the gap between segregated and inclusive education systems. Its insights and strategies aim to provide a blueprint for implementing inclusive education, fostering an environment where all students, regardless of their challenges or backgrounds, can thrive academically and contribute meaningfully to their educational communities. The guide's broader applicability extends beyond resource-constrained contexts, aiming to guide and inspire inclusive education practices in diverse settings yet to embrace this inclusive approach.

**Ongoing Authentic Assessment.** From the Northwest Journal of Teacher Education by Simons et.al., (2019) over the past forty years, special education and assessment have undergone substantial changes. These modifications impact the way preservice teachers are trained in university-based educator preparation programs. Assessment should be a part of special educators' professional practices to make sure they enter classrooms using the Council for Exceptional Education's specialized assessment knowledge and practices Standards for children's preparation. This study found particular preparatory techniques that are particularly. Utilizing this approach, education teacher educators help their candidates gain comprehension of assessment. A dual-level systematic coding scheme was used to analyze qualitative data, and the results showed strengths in teacher preparation and emphasized areas for improvement. Consequences for teachers of special education teachers were talked about.

**Family and School Partnership.** According to National Center on Safe Supportive learning Environments (2023), Family-school-community partnerships are crucial for the overall development and success of students. These partnerships involve schools, community agencies, organizations, and families working together in a shared responsibility and reciprocal process. In this process, schools and community organizations actively engage families in meaningful and culturally appropriate ways. They strive to create an inclusive environment where parents feel valued and respected. This includes listening to parents, understanding their perspectives, and addressing their concerns. On the other hand, families also play an active role in supporting their children's development and learning. They take the initiative to participate in school activities, engage with teachers, and provide a supportive home environment for their children's education. The collaboration between schools, community organizations, and families is based on the understanding that partnerships are essential for helping students reach their maximum potential. By working together, they can create a supportive network that enhances the educational experience of students. While parent and community involvement has always been important in public schools, there is a need for greater recognition and support for these collaborative efforts. Schools and community organizations should provide resources, tools, and opportunities for parents to be active partners in their children's school experience. This can include workshops, training sessions, and open communication channels to ensure that parents have the necessary tools and knowledge to support their children's education effectively. Overall, family-school-community partnerships are a shared responsibility that benefits students, schools, and the community as a whole. By fostering these partnerships, we can create an environment where every child has the opportunity to thrive and succeed.

**Team Collaboration.** A study conducted by Adams et.al, (2016) shows that recent inclusive education policy developments within Malaysia have increased teachers' accountability to effectively meet the needs of all students. It draws upon recent empirical evidence on the impact of teacher-parent collaboration on inclusive education practices. It highlights some of the characteristics of an effective

collaborative model and explores how far it contributes to a more inclusive classroom environment. The study also provides a contemporary insight into how teachers and parents view their collaborative roles in securing better student outcomes for students with special needs.

While the sample in the study is clearly not representative, the evidence it provides is indicative and serves as a point of reference for educators and policy-makers interested in enhancing the inclusive classroom. This study on teacher-parent collaboration attempts to fill a gap in the literature, regarding parent-teacher collaboration in inclusive education in Malaysia. Various sources of evidence were gathered to explore this topic namely interviewing teachers and parents and giving out questionnaires. The views of teachers and parents provide interesting insights into how real collaboration had taken place at the schools. The successful inclusive classroom requires collaborative interaction between teachers and parents. Perhaps, the process of collaboration itself reflects what inclusion is all about. Differences can be a strength in the creative process when they are collectively focused to accomplish a singular mission or goal. The diversity and difference of each individual in a collaborative team results in a creative synergy that could not be achieved by members individually. Teacher-parent collaboration provides the pathway to successful achievement of inclusive classrooms; however, an education system consisting of inclusive classrooms remains the final step in an educational journey.

**Social Relationships and Natural Supports.** Desombre et. al., (2021) highlights that the essence of inclusive education pervades global educational policies, emphasizing the integration of students with special educational needs (SEN) into mainstream educational settings. Teachers play a pivotal role in the success of inclusive education, and their attitudes towards it have been extensively studied. While various factors impacting these attitudes have been identified concerning teachers, students with SEN, and specific contextual elements, the current study focused on the influence of social support on teachers' attitudes towards inclusive education. In a pilot study involving teachers in the French context, the research aimed to validate previous findings that indicated a correlation between social support and positive attitudes toward inclusion. The results supported this correlation, indicating that teachers who perceived more social support in their efforts to include students with SEN exhibited more positive attitudes towards inclusive education. To investigate deeper, an experiment with 314 teachers was conducted to explore the causal relationship between social support and teachers' attitudes towards inclusion. The experiment revealed insightful findings, demonstrating that when teachers were explicitly informed or reminded about the support they receive, their attitudes towards inclusive education improved significantly. This improvement was observed when compared to conditions where support was not highlighted or when a lack of support was emphasized. These studies underscore the crucial significance of supporting inclusive education within school environments. The support provided to teachers in their efforts to include students with SEN plays a substantial role in shaping their attitudes towards inclusive practices. The research suggests that support can be multifaceted, encompassing emotional, informational, and instrumental aspects, and can be extended by various stakeholders, including colleagues and supervisors. Ultimately, these findings emphasize the importance of fostering a supportive environment that enables teachers to implement inclusive education effectively, highlighting the necessity of supportive structures to promote positive attitudes and successful implementation of inclusive practices in schools.

**Futures Planning.** From the study of Paguio (2021) in the conversation about inclusive education ought to go beyond how to include kids with special needs in classrooms and instead focus on integrating them into society at large. The goal of inclusive education should also be considered. Thus, the Transition Enrichment Program for Special Education TW Community Enablers' Program (SETEP) was created in response to parents' and other stakeholders' worries about what happens to children with special needs after they graduate from formal education. Presented in this case study are the creation of the aforementioned program, the child's admission procedure, and their departure from the program, the difficulties it consistently encounters, and some recommendations to enhance the way it's implemented. There are five tracks in the program: employment, postsecondary education, community involvement, independent living, and leisure and



recreation. The program boasts an interdisciplinary approach that supports the individual's total development as he/she is prepared for independent living. Although the program faced challenges, it shows its strength in its comprehensiveness and individualized approach to transition education. The program sees that more advocacy work should be done for transition programs like SETEP to flourish in the Philippines. The center's mission is to assist adults and adolescents in leading more fulfilling lives. Their future is still limited and difficult. However, the center perceives rays of hope as the significance of education and transition planning is becoming more widely recognized. The middle still has a strong desire to close the achievement gap between education and independent adult life for people who are disabled.

**Self-Determination.** According to Bradford (2019) about the "The Importance of Self-Determination Interventions for Transition-Age Youth with Disabilities" says that overall, all of the studies contained proclamation of the importance of self-determination interventions for transition-age youth with disabilities. In the studies that examined self-determination interventions and their outcomes (Carter et al., 2013; Powers et al., 2012; Raley et al., 2018; Shogren et al., 2015; Shogren et al., 2018; Wehmeyer et al., 2012; Wehmeyer et al., 2013), individuals showed higher levels of employment, community access, a stronger desire to live independently, increased levels of self-determination, increased quality of life, higher rates of graduating high school, and higher rates of employment than students who were not exposed to a specific self-determination intervention. In the studies that looked at self-determination within disability categories, student self-assessments of self-determination skills and teacher's perceptions of self-determination, self-determination was noted as a best-practice procedure in the education of students with disabilities with a high level of importance in the transition process.

**School Leadership.** In the study of Cahill et al., (2021) to ensure that every student receives a high-quality education, inclusive education is crucial. Nevertheless, there is a significant gap in the literature on inclusive education, specifically with regard to the representation of the perspectives of children and youth with special needs and disabilities. In order to systematically gather the perspectives of these children and youth regarding their experiences in inclusive education and to produce actionable recommendations, employed a meta-aggregative approach to qualitative evidence synthesis in the study. As result, it is well known that IE is more than just giving students access to general education; rather, it is the process by which educational institutions, activities, and programs are created to meet each student's unique learning needs by removing obstacles to participation and offering enough support. Students must overcome several obstacles to receive their education in inclusive environments, though. The findings from this meta-aggregative review suggest that: (i) there is a need for strong leadership in IE at the school level, which government agencies, university pre-professional programs, and school board leadership can cultivate by creating opportunities for educators to train and collaborate with other professionals; (ii) flexibility is necessary in curriculum, instruction, and the school environment, for which training and experience is needed; and (iii) it is important to prioritize students' voices, as they have a profound understanding of their strengths and needs, as well as their conditions and how they affect their lives. These findings should be taken into consideration when planning/developing curricula and activities for students, as well as education and training materials for educators and support staff.

**Professional Development.** According to Donath et al., (2023), Inclusive education is a reform that aims to provide education to all students in general classrooms, regardless of their diverse needs or characteristics such as special educational needs, giftedness, or migration status. The successful implementation of inclusive education requires teachers who possess professional knowledge about inclusive practices, have the skills to address the diverse needs of students in the classroom, and hold positive beliefs towards inclusive education. To support teachers in developing these competencies, professional development opportunities are provided. However, it is important to examine the effectiveness of these training programs in improving the learning process of teachers and positively impacting students' behavior. To address this question, a meta-analysis was conducted. The researchers screened a total of 12,050 search results and identified 342 eligible studies. These studies involved more than 155,000 participants and provided 1123

effects across four outcome categories: teachers' knowledge, skills, and beliefs, as well as students' behavior. The findings of the meta-analysis revealed positive effects, although the magnitude varied, in all four outcome categories. Specifically, there were large effects on teachers' knowledge regarding inclusive education ( $g = 0.93$ ), moderate effects on teachers' skills ( $g = 0.49$ ), small effects on teachers' beliefs ( $g = 0.23$ ), and small-to-moderate effects on student behavior ( $g = 0.37$ ). Additionally, the researchers examined factors that might explain the differences in the strength of training effects. The data suggested that long-term training programs with high practical relevance and active learning opportunities were more effective in facilitating the transfer of knowledge and skills to the school setting. These findings highlight the importance of providing teachers with ongoing and comprehensive professional development opportunities to enhance their understanding of inclusive education and their ability to effectively address the diverse needs of students. It is crucial to design training programs that are not only focused on knowledge acquisition but also provide practical experiences and opportunities for active learning. By investing in high-quality professional development for teachers, we can better support the implementation of inclusive education and create inclusive classrooms where all students can thrive and succeed.

### **3. Research Design and Methodology**

#### *3.1. Population/Respondents*

The researchers selected Kapitan Tomas Monteverde Sr. Central Elementary School Sped Center, Davao City to be the respondents of the study. The researchers came up with approximately 30 Teachers as respondents.

#### *3.2. Data Gathering Procedure*

The researchers took very careful steps in the data gathering procedure to assure the validity of the findings and the overall success of the study. Data collection for this study started by sending a letter of request to the school principal of Kapitan Tomas Monteverde Sr. Central Elementary School Sped Center, Davao City. Once approved, the researcher was allowed to administer the questionnaire. Afterward, the researcher personally distributed the questionnaire to the respondents. Lastly, the accomplished survey questionnaires were collated and tabulated by the researchers. This was then submitted to the researcher's statistician. The data was consolidated and computed using statistical treatments, namely the Likert scale, frequency and percentage and weighted mean. The key results and findings were then interpreted and discussed.

#### *3.3. Data Gathering Instrument*

The researcher adapted questionnaire based on the Essential Best Practices in Inclusive Schools from the Kentucky Alternate Portfolio Teacher's Guide, 2004. A Likert-type questionnaire was submitted for approval and validation by the panel of experts. The questionnaire contained twelve (11) areas that impact effective inclusive education for students with disabilities with statements on each subdomain.

The survey questionnaire was sent to three (3) experts for validation. After the validity test, the survey questionnaire will be piloted to thirty (30) teachers. It will be check for reliability if passed the required standard, thus it will be considered as reliable.

#### 4. Results and Discussion

The overall mean on the level of inclusive education practices in Davao City as shown in Table 1 is 4.63 or very high level. This means that this variable is always manifested by GenEd/SPED Teachers in its overall context. The very high result is due to the very high ratings of all the indicators on the level of inclusive education practices.

Table 1. *Level of inclusive education practices*

Indicators	Mean	Standard Deviation	Descriptive Level
High Expectations and Least Dangerous Assumptions	4.59	0.40	Very High
General Education Class Membership and Full Participation	4.67	0.32	Very High
Quality Augmentative and Alternative Communication	4.64	0.59	Very High
Curriculum, Instruction, and Support	4.62	0.41	Very High
Ongoing Authentic Assessment	4.69	0.46	Very High
Family and School Partnership	4.64	0.50	Very High
Team Collaboration	4.64	0.56	Very High
Social Relationships and Natural Supports	4.69	0.44	Very High
Futures Planning	4.67	0.43	Very High
Self-Determination	4.46	0.65	Very High
Professional Development	4.62	0.62	Very High
<b>Overall</b>	<b>4.63</b>	<b>0.41</b>	<b>Very High</b>

Table 1 shows the calculated descriptive statistics of the level of inclusive education practices of Kapitan Tomas Monteverde Sr. Central Elementary School SPED Center, Davao City. Level of inclusive education in terms of High Expectations and Least Dangerous Assumptions ( $M=4.59$ ,  $S=0.40$ ), General Education Class Membership and Full Participation ( $M=4.67$ ,  $S=0.32$ ), Quality Augmentative and Alternative Communication ( $M=4.64$ ,  $S=0.59$ ), Curriculum, Instruction, and Support ( $M=4.62$ ,  $S=0.4$ ), Ongoing Authentic Assessment ( $M=4.69$ ,  $S=0.46$ ), Family and School Partnership ( $M=4.64$ ,  $S=0.50$ ), Team Collaboration ( $M=4.64$ ,  $S=0.56$ ), Social Relationships and Natural Supports ( $M=4.69$ ,  $S=0.44$ ), Futures Planning ( $M=4.67$ ,  $S=0.43$ ), Self-Determination ( $M=4.46$ ,  $S=0.65$ ), and Professional Development ( $M=4.62$ ,  $S=0.62$ ) with an overall level of description of “Very High”.

This means that the respondents always observe and demonstrate the overall above-noted indicators, and it positively impacts the learners’ holistic development. The findings have confirmed the claim of (Zaman & Raqib, 2022), who argue that school-wide practices are positively influenced by parents' and teachers' practices of including children with disabilities in regular settings. Even so, because of their varied behavioral



attributes, students with special educational needs demand well-designed classroom management methods, parental support, and appropriate practices (Lutz & Gebhardt, 2023). Research extendedly explains that learners' difficulties with comprehension and autonomy contribute to most of the undesirable behavior in schools, which can eventually lead to the exclusion of a substantial percentage of children with special needs. The researchers suggest that it is necessary to provide an ethical framework that treats everyone fairly, regardless of differences in needs and skills (Emerson, 2016).

## 5. Conclusion

In conclusion, the calculated descriptive statistics reveal a very high level of inclusive education practices at Kapitan Tomas Monteverde Sr. Central Elementary School Sped Center in Davao City. The analysis of key components, including High Expectations and Least Dangerous Assumptions, General Education Class Membership and Full Participation, Quality Augmentative and Alternative Communication, Curriculum, Instruction, and Support, Ongoing Authentic Assessment, Family and School Partnership, Team Collaboration, Social Relationships and Natural Supports, Futures Planning, Self-Determination, and Professional Development, consistently demonstrates strong adherence to inclusive principles.

Specifically, the mean scores ranging from 4.46 to 4.69, with corresponding standard deviations, highlight not only a high level of implementation but also a remarkable degree of consistency in the responses. The overall assessment of "Very High" indicates a comprehensive and robust commitment to inclusive education practices at the school.

These findings affirm the dedication of Kapitan Tomas Monteverde Sr. Central Elementary School SPED Center in fostering an inclusive environment that promotes high expectations, full participation, and support across various domains. The commendable scores across all measured aspects suggest a holistic and effective approach to inclusive education, providing a solid foundation for the continued success of inclusive practices at the institution.

## 6. Recommendations

Based on the findings of this study, the following are the recommendations to maintain the level of inclusive education practices and further consideration for future studies:

- Examine the effect of continuous professional development programs for teachers on their capacity to implement and maintain inclusive education approaches successfully.
- Examine the effectiveness of collaborative teaching models, specifically focusing on the dynamics and outcomes of partnerships between general education and special education teachers in maintaining inclusive classrooms.
- Explore the influence of Universal Design for Learning (UDL) principles on the sustained engagement and achievement of students across diverse abilities in inclusive educational settings.
- Assess the long-term effects of differentiated instruction on student learning outcomes and the continuous adaptation of instructional methods to cater to individual needs within inclusive classrooms.
- Investigate the role of assistive technologies and adaptive materials in supporting students with disabilities and maintaining an inclusive learning environment.
- Examine the impact of flexible assessment strategies on the ongoing progress and academic success

of students within inclusive education settings.

- Investigate the role of school leadership, including principals and management, in fostering and sustaining a culture of inclusivity within educational institutions.
- Explore the effects of ongoing parent and community involvement in sustaining inclusive education practices, including the role of parent-teacher partnerships in supporting diverse learners.
- Assess the impact of social and emotional learning (SEL) programs on the overall well-being and social integration of students within inclusive classrooms over an extended period.
- Investigate the challenges and successes of maintaining inclusive education practices in diverse cultural contexts, exploring how cultural factors may influence the implementation and sustainability of inclusive policies.
- Future researchers may utilize this study as a foundation to do qualitative research on the investigation of the Levels of inclusive education practices.

## Acknowledgements

We extend our heartfelt appreciation to those who have been instrumental in completing this research paper. Our deepest gratitude goes to our Professor, Dr. Wenefredo E. Cagape, for his invaluable guidance, expertise, and unwavering support throughout every stage of this research. We would also like to thank our dearest University of Southeastern Philippines (USEP-Obrero) for providing us with the necessary resources and a conducive research environment.

We thank our colleagues and research peers for their constructive feedback and collaborative spirit. Special thanks to our Statistician, Raffy G. Alo, for his assistance in decoding number-related recharged data in our study. We thank our family, Ruth P. Duyan, Mark Jeano P. Duyan, and Madonna Jane D. Hamili, Benedicto C. Vargas, Emeberta M. Vargas, Lina Vargas Robertshaw and Hon. Niño Sotero L. Uy, Jr. for their patience, encouragement, and understanding during this project. Their support has been a constant source of motivation. Lastly, we acknowledge the participants of this study for their time and willingness to contribute to the research. This work would not have been possible without the collective support and encouragement of all those mentioned above. Thank you

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