



PRAXIS AND STRATEGIES IN INCLUSIVE EDUCATION IMPLEMENTATION: A ROADMAP TO ACTION

ANNA ROSE D. NACU

<https://orcid.org/0009-0001-4469-6826>

<https://doi.org/10.69502/dnkh1447>

annarose.nacu@deped.gov.ph

Teacher II, Old San Jose Elementary School
Dinalupihan, Bataan, Philippines

DR. MANOLITO B. BASILIO

<https://orcid.org/0009-0002-2785-9109>

mmbasilio.cci@gmail.com

Professor, Graduate School for Professional Advancement and Continuing Education (G-SPACE)
Columban College, Inc. Olongapo City

Abstract: Modern pedagogy prioritizes inclusive education, which aims to provide equal educational opportunities for all learners, regardless of their limitations. This study investigated the praxis and strategies used by elementary school teachers in the Dinalupihan East District to promote inclusive education. This sequential explanatory mixed-methods design used a researcher-made questionnaire and interview guide approved by experts in inclusive education. Participants in the study were 40 elementary school teachers from the Dinalupihan East District. A purposeful sampling technique was used to guarantee participation from different schools within the district. The survey questionnaire was used to collect data and analyzed using statistical techniques, including frequency counts, percentages, standard deviation, and ANOVA. The interviews were transcribed, and the data was treated through thematic analysis. The research procedure strictly adhered to ethical principles, such as informed permission, data confidentiality, and participant anonymity. This study aimed to improve elementary education's inclusion and support fair chances for all pupils in the district. Based on profile characteristics, significant differences in praxis and strategies surfaced, highlighting the complex relationship between age, position, years of experience, and teachers' approaches to inclusive education. From this result, a recommended action plan strongly emphasized the strategic deployment of resources, thorough training programs, customized support systems, and cooperative efforts between administrators and teachers.

Keywords: Educational management, inclusive education, sequential explanatory mixed -methods design, Bataan, Philippines

INTRODUCTION

In the global context, inclusive education is essential, striving to offer equal opportunities to all learners, regardless of their diverse talents, backgrounds, or needs. This study critically explores the implementation strategies and practices adopted by elementary educators, shedding light on key elements contributing to the effective development and execution of action plans. Messiou (2017) urged a critical evaluation of the development of inclusive education research. The term "inclusive education" and its use in major journals within the inclusive/special education area were highlighted in the article. Readers were compelled to consider whether Messiou's phrase had become more of a catchphrase than a substantive idea. The report recommended a cautious reassessment of the course of field research in such a manner that it complied with the true ideals of inclusive education. The study by Schuelka (2018) pointed out the need to understand that inclusive education is more than just wordplay. It highlighted the role of motivation and appropriate strategies in the implementation of inclusive education. The article focused on the need for a genuine commitment and action steps, countering the notion that using "inclusive education" was adequate. The research on inclusive education was critically examined in Florian's (2014) book. It pushed against what counted as evidence for inclusive education practices and attempted to move the profession forward by introducing a framework for collecting such evidence. The focus on data in the paper emphasized the importance of empirical evidence on inclusive education and its ability to impact practice and policy. Hehir et al.



(2016) summarized existing available evidence about inclusive education. It offered details on how educators and decision-makers can enhance the accessibility and uptake of inclusive programming. The paper addressed challenges experienced in integrating inclusive programs and provided valuable information for anyone seeking to enhance learning environments' inclusivity. In their article published in 2014, Göransson and Nilholm critically analyzed inclusive education research, emphasizing the presence of various conceptualizations of the concept. The research emphasized the importance of clarity in conceptualizing inclusive education to facilitate productive research and practice. It advocated a more integrated perspective within the profession by emphasizing how inclusive education was viewed and employed. In their 2016 analysis of inclusive education's core ideas and settings, Armstrong, Armstrong, and Barton unequivocally separated inclusion from integration. For education to be inclusive, the article asserted, it needed to transcend mere integration and embrace a philosophy that honored and took into account the different needs of all learners. It endorsed an inclusive education from a holistic perspective. The co-existence of inclusive education and special education was addressed in Florian's (2019) paper, which also studied to what extent these two approaches could exist side by side. The study contended in favor of synchronizing special education and inclusive education activities to better serve diverse learners. It highlighted the importance of paying attention to students' diversified needs within the context of inclusive education. Haug (2017) presented insights on the realities and principles of inclusive education in various European countries. Addressing the ASEAN region, inclusive education assumes specific forms and challenges within the rich cultural and educational mosaic of Southeast Asia. In this context, enhancing inclusive practice involves an appreciation of delicate factors and framed interventions that respond to the particular needs and circumstances of ASEAN member nations. In these nations, elementary teachers grapple with inclusive education and the socio-cultural factors that shape educational policy and practice. Faragher et al. (2021) have published an extensive review of inclusive education policy and practice across the ASEAN region based on case studies in each ASEAN country. The case studies gave details on the development and actual implementation of inclusive education, noting the specific challenges and successes within each setting. Alekhina and Ganelli (2023) explored the determinants of inclusive growth in ASEAN countries with attention to the importance of financial inclusion. It provided valuable perspectives on the interlinks between economic policies and education performance by comprehensively examining how financial inclusion leads to Asian economic growth and development. Furthermore, (Lee et al., 2021) approach the intertwined relationship between regional identity and language policy in ASEAN by proposing that socio-political forces are involved in identity formation in the region.

As much as it was not about education, it gave an important background for understanding how political factors could influence educational practice. With a focus on the law-based structures and teacher education programs, Nishio et al. (2020) presented an informative assessment of the then-existing state of school mental health among ASEAN countries. It throws significant light on the interaction between inclusive education and mental well-being, underlining the essence of comprehensive interventions toward learner well-being. Across all ASEAN nations, Maestro and Ramos-Eclevia (2018) explored comprehensively the incorporation of topics in diversity and inclusion in schools of library and information science. Within library science, it offered a comprehensive understanding of the role of education in developing diversity, inclusivity, and social awareness. Notwithstanding the increased focus on inclusive education both internationally and in the ASEAN region, there is a striking gap in the literature. Numerous studies have investigated aspects of inclusive education but with a need for more integrated and comparative analyses. Current studies tend to report success or difficulty within a given context without presenting broader views that might be



instrumental in policy and practice across different educational contexts. Additionally, a lack of research exists that examines the intersectionality between inclusive education and other socio-cultural, economic, and political factors, which prevents a comprehensive picture of the application and effects of inclusive education. Filling this gap in literature is important for developing inclusive education programs and providing equal access to quality education for all learners.

FRAMEWORK

The Social Model of Inclusion theory, which traces its roots to the broader discipline of disability studies, represents a paradigm shift in how society conceptualizes and addresses inclusion, particularly regarding individuals with special needs. The Social Model of Inclusion, as Matthews (2009) stipulates, believes that, unlike the traditional medical model, which views disability as a fundamental flaw within the individual, disability is largely a result of social barriers and discrimination. This school of thought argues that individuals are not disabled because of their impairment but by the physical, psychological, and environmental barriers to which they are exposed. The Social Model of Inclusion theory provides a critical perspective through which to view and understand elementary school teachers' efforts at implementing inclusive education and is therefore extremely relevant to the research "Praxis and Strategies in Inclusive Education Implementation: A Roadmap to Action." The theory highlights the importance of systemic reform in education by underscoring that disability is not an essential limitation but rather an outcome of cultural limitations. The hypothesis argues that the work of elementary teachers must extend beyond providing individual accommodations for disabled children in the learning environment of the study. Rather, they must strive to alter the education environment and system to eliminate barriers preventing all students from learning fully. Encouraging more inclusive educational ecology might involve altering curriculum design, classroom routines, teacher training, and school policy. The Social Model of Inclusion also places great emphasis on how perceptions and attitudes influence inclusion. By promoting a climate of diversity, acceptance, and respect within their classrooms, teachers can apply this concept to guide their practice. Through this, they contribute to the overall aim of creating an authentically inclusive education system where every learner, irrespective of their intellectual abilities, is valued and could thrive. In conclusion, the Social Model of Inclusion theory is a key theory to research because it provides a strong framework for understanding and enhancing inclusive teaching approaches.

OBJECTIVES OF THE STUDY

The end goal of this research was to determine and promote the application of inclusive education strategies and methods among teachers in elementary schools for a more inclusive and equitable education within the Dinalupihan East District for the School Year 2023-2024. The research also hoped to fill gaps in the literature by exploring different aspects of teachers' profiles, such as age, sex, position, and number of years of teaching experience, and how these affected inclusive education praxis. Moreover, it hoped to explore teachers' pedagogical competence, knowledge of inclusive education principles, classroom climate, and participation in professional development activities. In addition, the research sought to examine the strategies teachers use, including universal design for learning, collaborative planning, differentiated instruction, and peer support and tutoring, for implementing inclusive education.



METHODOLOGY

Research Design

Research is inquiry coupled with education. As Bueno (2019) states, it is a systematic study of an issue with the purpose of uncovering information or gaining a new insight into it. It includes searching, finding, and probing for information and gathering, analyzing, and judging the information obtained. Research is basically the increase in knowledge using inquiry and investigation with the aim of finding facts, theories, or laws.

Research design of this study was a Descriptive Survey design. A descriptive survey design, as noted by Siedlecki (2020), is a research design that systematically gathers data to describe, compile, and analyze the characteristics, behaviors, or attitudes of a population or group. In this case, the research aim is to gather data on the praxis (theory into practice) and approaches employed by elementary school teachers in promoting inclusive education.

In addition to being descriptive, this research employed the sequential explanatory mixed-methods design. This research is particularly geared towards a mixed methods approach for several compelling reasons. The combination of surveys and qualitative interviews allowed for the collection of data from diverse elementary school teachers. This approach guaranteed comprehensive investigation of inclusive education implementation in addition to broadening the range of data sources. The researcher was able to obtain information from numerous participants through surveys, allowing a thorough assessment of present attitudes and practice in the provision of inclusive education. Further, qualitative interviews supplemented the overall dataset by permitting a deeper exploration of the complex motivations, challenges, and individual stories of teachers participating in this initiative.

Research Site

The study occurred in the Dinalupihan East District, a part of the Department of Education – Schools Division of Bataan. Dinalupihan East District was the perfect location for this study since it reflected a particular educational context, and the results can be immediately applied to the district's schools. There are a variety of schools in this district, each with its potential and difficulties in promoting inclusive education. Developing a complete inclusion program that addresses the needs of elementary school teachers and pupils within the Dinalupihan East District can be more effectively tailored if one knows the implementation strategies used in this specific environment.

Participants

The participants in the quantitative part were the 40 elementary school teachers employed in the Dinalupihan East District. Of the 40 teachers, eight participated in the interview part. These teachers are actively advocating for inclusive education in schools and have a vital role in establishing practices of inclusive education. Teachers in elementary schools possess definitive knowledge about the issues, strategies, and practices of the inclusive education movement. Their perspectives and experiences are important to recognize the district's current state of inclusive education and inform the development of an all-encompassing inclusion program.

The subjects of this study were selected to employ a purposive sampling approach. Purposeful sampling in this case was applicable since it allowed the researcher to select specifically volunteers with the data and experience relevant to the objectives of the study. Teachers from elementary schools with different levels of expertise in advocating for inclusive education were selected to ensure an extensive range of opinions.



Instrumentation

The survey questionnaire utilized in this study was custom designed by the researcher. After reviewing various studies and associated material advocating for inclusive education, the researcher carefully developed the questionnaire and interview guide.

Quantitative Portion. The questionnaire was thoughtfully prepared to include critical dimensions and factors pertinent to the study's objectives, drawing on the insights and findings from previous research. The researcher ensured that the questionnaire addressed relevant aspects of elementary school teachers' praxis, strategies, and challenges in advocating inclusive education by grounding it in existing knowledge. It increased the questionnaire's relevance and effectiveness in gathering meaningful data for the research.

Additionally, the survey form was pilot tested at several district schools. According to Cronbach's alpha, its dependability coefficient was calculated and found to be = 0.82. This coefficient indicates that the survey results from the sample elementary school teachers have high internal consistency. Further, three experts in the field of education participated in a validation process to thoroughly evaluate the study's validity. A school administrator with experience in educational administration and two head teachers in charge of special education and learner inclusion were among these professionals.

Qualitative Portion. A structured interview guide was essential for this study's comprehensive qualitative data collection from elementary school teachers supporting inclusive education. A well-designed guide gave the research process emphasis and flexibility. It allowed participants to express their experiences and viewpoints in their own words while ensuring that essential study themes were examined. The guide's format ensured consistency between interviews, enabling effective comparison and analysis of responses.

Moreover, the importance of informed consent, preservation of participant privacy and anonymity, consideration of participant needs, and protection of vulnerable groups were all priorities for this study. The research approach incorporated ethical concerns to guarantee that the rights and dignity of every participant were respected and upheld throughout the investigation. Before starting the study, the researcher also needed the Division of Bataan's approval to adhere to accepted ethical standards.

Data Collection

Survey questionnaires given to chosen elementary school teachers at the participating schools of the Dinalupihan East District served as the primary technique of data collecting. The researcher distributed the questionnaire with clear instructions and informed permission forms to guarantee a high response rate. After gathering quantitative data, the study continued with qualitative data collection techniques through interviews. The researcher stressed the voluntary nature of participation and got informed consent before individuals completed the survey and interview.

The data analysis phase started after the survey results had been gathered. The researcher analyzed the data using proper statistical methods and tools, such as frequency distribution, percentage, standard deviation and analysis of variance (ANOVA). The researcher evaluated the data and identified significant differences. On the other hand, thematic analysis was used for the qualitative portion of the study.

RESULTS AND DISCUSSION

This section presents the results and discussions of the findings.

Part I. Quantitative Portion (Significant Differences)

Table 1 presents the significant difference in the praxis of elementary school teachers in inclusive education implementation when grouped according to their profile variables:

Table 1
Significant Difference in Praxis

Indicator	Profile of Respondents	F- value	Sig. Value	Decision ($\alpha = 5\%$)	Interpretation
Pedagogical Expertise	Age	2.35	0.045	Reject Ho	Significant
	Sex	1.12	0.321	Accept Ho	Not Significant
	Position	3.98	0.011	Reject Ho	Significant
	Years of Experience as a Teacher	4.56	0.002	Reject Ho	Significant
Knowledge of Inclusive Education Principles	Age	1.58	0.182	Accept Ho	Not Significant
	Sex	2.10	0.075	Accept Ho	Not Significant
	Position	3.25	0.021	Reject Ho	Significant
	Years of Experience as a Teacher	2.90	0.034	Reject Ho	Significant
Classroom Environment	Age	1.20	0.301	Accept Ho	Not Significant
	Sex	2.50	0.056	Accept Ho	Not Significant
	Position	4.12	0.009	Reject Ho	Significant
	Years of Experience as a Teacher	3.78	0.016	Reject Ho	Significant
Professional Development	Age	1.89	0.122	Accept Ho	Not Significant
	Sex	0.95	0.398	Accept Ho	Not Significant
	Position	2.78	0.045	Reject Ho	Significant
	Years of Experience as a Teacher	3.45	0.025	Reject Ho	Significant

Table 1 thoroughly analyzes the notable variations in the inclusive education implementation praxis of elementary school teachers. Based on age, position, and years of teaching experience, there were significant differences in Pedagogical Expertise, as indicated by F-values of 2.35, 3.98, and 4.56, respectively. The null hypothesis was rejected due to the associated significance values, which were 0.045, 0.011, and 0.002, all below the 5% threshold. It suggests that these profile characteristics significantly impacted teachers' pedagogical skills in inclusive education.

Similarly, Knowledge of Inclusive Education Principles showed significant variations concerning years of teaching experience and position, with values of 0.021 and 0.034 and F-values of 3.25 and 2.90, respectively. The rejection of the null hypothesis in these instances shows that these profile characteristics significantly influence teachers' understanding of inclusive education principles.

Regarding the classroom environment, F-values of 4.12 and 3.78 and significance values of 0.009 and 0.016, respectively, showed significant differences based on position and number of years of teaching experience. This suggests that these profile factors significantly impact the classroom environment and that teachers in different positions and experience levels have diverse approaches to creating an inclusive learning place.

Significant differences were found in the Professional Development domain depending on years of experience and position as a teacher, with F-values of 2.78 and 3.45 and significance values



of 0.045 and 0.025, respectively. The fact that the null hypothesis was rejected in these cases shows how vital these profile characteristics are in determining how teachers interact with chances for professional development about inclusive education. The results highlight the complex effects of profile variables on different facets of elementary school teachers' implementation of inclusive education, highlighting the necessity of customized strategies in professional development and support programs to meet the unique requirements related to age, position, and years of experience.

Furthermore, the data shows various inclusive and educational concerns. The investigation of special education teacher burnout by Brunsting et al. (2014) provides an essential context by highlighting the toll that teaching may have on teachers. The intricate problem of minority representation in special education is explored in depth by Harry and Klingner (2014). This topic is also included in the table's Pedagogical Expertise and Classroom Environment analysis. The significance of rigorous research approaches is emphasized by Ledford and Gast (2014), and this issue is reflected in the Knowledge of Inclusive Education Principles table. The underlying ideas on special education in modern society and the function of assessment offered by Gargiulo and Bouck (2019) and Salvia et al. (2016) align with the indicators in the table concerning Pedagogical Expertise and Classroom Environment. Moreover, Diery et al. (2020) shed light on the challenges faced by teacher educators in adopting evidence-based practices. Their exploration highlights personal factors influencing educators' perceptions of EBPs, suggesting that an increased understanding of these influences could enhance the integration of successful practices in teaching. This discussion is linked to the Professional Development evaluation in the table. Last, Leijen's (2021) analysis of the inclusive education conundrum aligns with the conversations surrounding the Knowledge of Inclusive Education Principles and enhances the larger framework examined in the literature. When taken as a whole, this synthesis highlights the complex interactions between various elements that impact special and inclusive education.

Moreover, the data summarizes the significant differences in the inclusive education practices used by elementary school teachers. The rejection of the null hypothesis (H_0) in these categories indicates that age, position, and years of teaching experience substantially impact teachers' adoption of Universal Design for Learning (UDL) methodologies. Regarding Collaborative Planning, the results show that a teacher's position and years of experience greatly influence their collaborative planning tactics. Significant differences are seen in differentiated instruction, a crucial component of inclusive education, across all profile variables, including age, sex, position, and years of teaching experience. The analysis shows that position and years of teaching experience substantially impact teachers' use of peer tutoring tactics in the context of Peer Tutoring and Support.

On the other hand, there are no appreciable variations in age or sex. It demonstrates how professional responsibilities and experience levels may affect integrating peer tutoring and support into the inclusive education framework. To provide a more inclusive and productive learning environment, these results highlight the necessity of customized training and support programs that meet each profile feature's unique problems and preferences.

Part II. Qualitative Portion (Challenges Experienced by Elementary School Teachers)

It can be challenging to navigate the obstacles of promoting inclusive education in elementary school settings, but many valuable lessons can be learned from the diverse range of answers from participant interviews. These interviews offer a personal account of the many difficulties elementary school teachers encounter in advancing inclusivity in the classroom. The perspectives offered by educators reveal recurring themes. Through an in-depth understanding gained directly from the



experiences and insights offered by participants during interviews, this research investigated the intricacies and challenges elementary school teachers face.

2.1. Limited Resources

The issue of scarce resources is a prevalent and intricate problem that significantly influences the adoption of inclusive education. "Limited resources" in education, incredibly inclusive education, refers to a range of limitations, including material, financial, and human resources. The lack of funding allotted to educational institutions frequently makes it difficult to support learners with various learning requirements adequately. Larger class sizes, restricted access to specialized training for teachers, and a lack of necessary assistive technologies are some ways that this financial limitation may appear, making it challenging to establish an inclusive environment that meets the individual needs of every learner.

2.2. Lack of Training or Professional Development Opportunities

One major factor impeding the effective implementation of inclusive education is the lack of professional development opportunities and training. Educators are essential in the dynamic and changing field of education because they must cover a wide range of learning demands. Nonetheless, lacking inclusive education strategies, professional development opportunities, or training programs leaves many teachers ill-prepared. Lack of focused training can make it challenging to modify instruction to meet the different needs of learners with different skill levels, which makes it more challenging to create a welcoming and encouraging learning environment.

2.3. Diverse Learner Needs

The concept of diverse learner needs emphasizes how important it is for teachers to cater to the needs and learning preferences of a diverse learner body. By offering equal opportunities and assistance to all learners, regardless of their unique abilities, experiences, or differences, inclusive education seeks to embrace diversity. The term "diverse learner needs" includes a wide range of difficulties, including variations in learning preferences, cognitive capacities, language origins, and socioemotional factors. Establishing an inclusive learning environment that promotes fairness, belonging, and the best possible learning outcomes for every learner requires an understanding of and ability to satisfy these various needs effectively.

2.4. Behavioral Challenges

In the context of inclusive education, behavioral problems are an essential subject that calls for the development of effective support solutions and a nuanced understanding of the varied behavioral patterns of learners. Learners with various behavioral requirements, such as self-control, emotional regulation, attention, and social interactions, are frequently included in inclusive classrooms. Because every learner is different, there are many behavioral issues. Educators must be skilled at fostering an atmosphere that supports positive conduct, social skills, and emotional well-being. Promoting an inclusive culture where all learners feel appreciated, understood, and equipped with the resources they need for successful learning experiences requires addressing behavioral difficulties.

CONCLUSION

Based on profile variables, significant differences in praxis and methods reveal the complex ways that factors like age, position, and number of years of teaching experience affect educators'



approaches to inclusive education. For example, the observed variations in classroom environment, professional development, pedagogical expertise, and understanding of inclusive education principles underscore the need for focused and customized interventions that consider teachers' unique needs and characteristics within various demographic categories. Understanding these variations is essential to creating sophisticated and successful professional development initiatives that can address the unique difficulties and assets linked to the diverse backgrounds of elementary school teachers.

Meanwhile, the challenges and difficulties elementary school teachers encounter in promoting inclusive education in the classroom are varied and indicative of a complicated setting. One major issue that could impede the adoption of inclusive practices is a lack of resources. This problem can include a lack of supplies, infrastructure, or staff, underscoring the necessity of allocating resources strategically to support inclusive education initiatives. The absence of options for professional development or training is another major issue. It is important to emphasize that comprehensive and continuing professional development programs are necessary because teachers cannot stay current on the latest best practices in inclusive education if they do not have proper access to ongoing training. The difficulty of different learner demands is excellent, requiring a personalized and nuanced approach to meet the needs of learners with various backgrounds and skills. Finally, a range of learner behaviors known as behavioral issues provide educators with difficulty creating a welcoming atmosphere. A comprehensive strategy that includes resource provision, professional development, customized support networks, and cooperative efforts between educators and administrators is needed to address these issues. Lastly, based on the key results, an action plan can be suggested to solve the issues and improve inclusive education in elementary schools.

TRANSLATIONAL RESEARCH

INCLUDE ACTION PLAN

(Inclusive Norms and Collaboration for Learning, Understanding, and Diversity in Education)

This action plan seeks to enhance inclusive education through two main domains: PRAXIS and STRATEGIES. PRAXIS is centered on enhancing classroom environments, inclusive education understanding, and pedagogical experience. At the same time, STRATEGIES concentrate on putting instructional strategies into practice, such as peer tutoring, differentiated instruction, UDL, and collaborative planning. Problems like scarce resources are solved by optimizing them, and a thorough training schedule helps to make up for a lack of training opportunities. Workshops on behavioral intervention and individualized education plans for a range of learner needs complete the program. Through the development of better teaching practices, awareness, a collaborative culture, efficient teaching tactics, and improved support systems, this strategic alignment seeks to establish a methodical approach to inclusive education.

Key Result Area	Activity	Objective	Time Frame	Resources Needed	Key Persons	Expected Outcome
PRAXIS						
Pedagogical Expertise	Professional Development Workshops	Enhance teachers' pedagogical skills	Year Round	Comprehensive curriculum, workshop materials, expert facilitators	School Administrators, Teaching Staff	Improved instructional strategies and techniques aligned with inclusive education principles



CC The Journal is a multidisciplinary peer-reviewed, scientific, online, indexed, and cross-referenced journal aimed to publish research findings of students, faculty, financial/economic, technical, and institutional studies.

Columban College The Journal (CC The Journal)
 Volume13 (June 2024) ISSN 1655-3713
<https://doi.org/10.69502/dnkh1447>
 A Multidisciplinary Research Review produced by
CCI-RIKDO-Research Innovation and Knowledge Development Office

Knowledge of Inclusive Education Principles	Webinars and Seminars	Update teachers on the latest inclusive education principles	Twice a year	Webinar platforms, presentation materials, experts	Inclusive Education Coordinators, Teaching Staff	Increased awareness and understanding of inclusive education principles and their application in the classroom
Classroom Environment	Classroom Adaptation Training	Create an inclusive and accessible classroom environment	Year Round	Adaptation tools (flexible seating, assistive technology), experts	Special Education Coordinators, Teaching Staff	Improved classroom environment conducive to diverse learner needs
Professional Development	Professional Learning Communities (PLCs)	Foster a culture of continuous learning and collaboration	Year Round	Meeting space, professional literature, collaborative tools	Teaching Staff	Increased collaboration, shared knowledge, and professional growth among teachers
STRATEGIES						
Universal Design for Learning (UDL)	UDL Workshops	Equip teachers with UDL strategies and techniques	Year Round	Training materials, UDL resources, experts	School Administrators, Teaching Staff	Implementation of UDL principles in lesson planning and delivery to cater to diverse learning styles and needs
Collaborative Planning	Collaborative Planning Sessions	Facilitate collaboration among teachers for effective planning	Year Round	Meeting space, scheduling tools, collaborative platforms	Teaching Staff, School Administrators	Improved coordination and shared responsibilities for inclusive lesson planning and implementation
Differentiated Instruction	Differentiated Instruction Training	Enhance skills in adapting teaching methods for diverse learners	Year Round	Training materials, differentiated instruction resources, experts	Inclusive Education Coordinators, Teaching Staff	Implementation of differentiated instruction strategies to meet individual learner needs in the classroom
Peer Tutoring and Support	Peer Tutoring Program	Establish a peer tutoring system to support inclusive education	Year Round	Peer tutoring resources, training programs, collaboration tools	Teaching Staff, School Administrators	Enhanced peer support system leading to improved learning outcomes for learners with diverse needs
CHALLENGES						
Limited Resources	Resource Optimization Program	Strategically allocate and utilize available resources	Year Round	Resource assessment tools, optimization strategies	School Administrators, Teaching Staff	Efficient and effective use of resources to support inclusive education practices
Lack of Training Opportunities	Training Calendar Development	Develop a comprehensive training calendar for teachers	Year Round	Calendar planning tools, expert input, diverse training resources	Professional Development Coordinators, School Administrators	Improved access to diverse training opportunities addressing teachers' professional development needs
Diverse Learner Needs	Individualized Education Plans (IEPs)	Develop and implement IEPs for learners with diverse needs	Year Round	IEP templates, collaboration tools, assessment resources	Special Education Coordinators, Teaching Staff	Tailored support and accommodations for learners with diverse needs are outlined in personalized education plans



Behavioral Challenges	Behavioral Intervention Workshops	Provide training on effective strategies for managing behavioral challenges	Year Round	Training materials, behavioral intervention resources, experts	School Psychologists, Teaching Staff	Improved ability to address and manage behavioral challenges in an inclusive classroom setting
-----------------------	-----------------------------------	---	------------	--	--------------------------------------	--

LITERATURE CITED

- Alekhina, V., & Ganelli, G. (2023). Determinants of inclusive growth in ASEAN. *Journal of the Asia Pacific Economy*.
- Armstrong, F., Armstrong, D., & Barton, L. (2016). Inclusive education: Policy, contexts and comparative perspectives.
- Brunsting, N. C., Sreckovic, M. A., & Lane, K. L. (2014). Special education teacher burnout: A synthesis of research from 1979 to 2013. *Education and Treatment of Children*. Retrieved from JSTOR.
- Bueno, D. C. (2019, March). Trends in research writing for international journal publications. Paper presented at the PAFTE Regional Research Conference. DOI: 10.13140/RG.2.2.24281.77924
- Diery, A., Vogel, F., Knogler, M., & Seidel, T. (2020). Evidence-based practice in higher education: teacher educators' attitudes, challenges, and uses. *Frontiers in Education*, 5. <https://doi.org/10.3389/educ.2020.00062>
- Faragher, R., Chen, M., Miranda, L., Poon, K. (2021). Inclusive Education in Asia: Insights from Some Country Case Studies. *Journal of Policy*.
- Florian, L. (2019). On the necessary co-existence of special and inclusive education. *International Journal of Inclusive Education*. Advance online publication. <https://doi.org/10.1080/13603116.2019.1622801>
- Gargiulo, R. M., & Bouck, E. C. (2019). *Special education in contemporary society: An introduction to exceptionality*. Sage Publications.
- Göransson, K., & Nilholm, C. (2014). Conceptual diversities and empirical shortcomings—a critical analysis of research on inclusive education. *Journal of Special Needs Education*.
- Harry, B., & Klingner, J. (2014). *Why are so many minority learners in special education?* Google Books.
- Haug, P. (2017). Understanding inclusive education: ideals and reality. *Scandinavian Journal of Disability Research*.
- Hehir, T., Grindal, T., Freeman, B., Lamoreau, R. (2016). *A Summary of the Evidence on Inclusive Education*.
- Ledford, J. R., & Gast, D. L. (2014). *Single case research methodology: Applications in special education and behavioral sciences*. Google Books.
- Lee, H. Y., Hamid, M. O., & Hardy, I. (2021). English and regional identity in asean. *World Englishes*, 42(2), 239-253. <https://doi.org/10.1111/weng.12571>



- Leijen, Ä., Arcidiacono, F., & Baucal, A. (2021). The Dilemma of Inclusive Education: Inclusion for Some or Inclusion for All. *Frontiers in Psychology*, Advanceonlinepublication. <https://doi.org/10.3389/fpsyg.2021.633066>
- Maestro, R. S., Ramos-Eclevia, M. (2018). Teaching Diversity, Becoming Inclusive: Perspectives and Possibilities in ASEAN Library and Information Science Schools.
- Matthews, N. (2009). Teaching the 'invisible' disabled learners in the classroom: Disclosure, inclusion, and the social model of disability. *Teaching in Higher Education*. Retrieved from Taylor & Francis database.
- Messiou, K. (2017). Research in the field of inclusive education: time for a rethink? *International Journal of Inclusive Education*.
- Mitchell, D., & Sutherland, D. (2020). What really works in special and inclusive education: Using evidence-based teaching strategies. Google Books.
- Nishio, A., Kakimoto, M., Bermardo, T. M. S. (2020). Current Situation and Comparison of School Mental Health in ASEAN Countries.
- Salvia, J., Ysseldyke, J., & Witmer, S. (2016). *Assessment in Special and Inclusive Education*. Cengage Learning.
- Schuelka, M. J. (2018). Implementing inclusive education.
- Siedlecki, S. L. (2020). Understanding descriptive research designs and methods. *Clinical Nurse Specialist*. https://journals.lww.com/cns-journal/citation/2020/01000/understanding_descriptive_research_designs_and.4.aspx