

Original Article

Beyond the Classroom Struggles: A Case Study of a Special Education Teacher Supporting a Learner with Adaptive Skill Difficulties

Miralona Andan ^{1,*}, Jack Manatad ¹, Rubina Oliveros ¹,
Edward Ryan Gulam ¹, Rheamarie Jo Cerbo ^{1,*}

Received: 14 April 2026; Revised: 22 May 2026;
Accepted: 28 May 2026; Published: 30 May 2026

DOI: <https://doi.org/10.66074/AST66N88M7>

Abstract

Inclusive education continues to be hindered by negative attitudes and systemic barriers toward learners with special needs. This study aimed to investigate the challenges encountered, coping mechanisms employed, and insights gained by a receiving teacher working with a learner who had difficulty applying adaptive skills. A qualitative case study design was utilized, involving one purposively selected receiving teacher and key informants, including a parent, co-teacher, school principal, and school personnel from a SPED school in Mati City, using in-depth interviews and thematic analysis. Findings revealed challenges characterized by non-conducive, resource-limited learning environments, limited inclusivity, and misunderstandings among stakeholders, as well as systemic gaps in support, training, and implementation. Coping mechanisms included adaptive and differentiated teaching practices, collaborative support systems among stakeholders, and reflective practice for professional growth, while insights highlighted responsive instruction, integrated home-school partnerships, and the need for systemic support in inclusive education. The findings imply that strengthening institutional support systems, stakeholder collaboration, and teacher capacity-building initiatives is essential to promote sustainable and effective inclusive education practices.

¹ Holy Cross of Davao
College, Davao City,
Philippines
* miralona.andan@
hcdc.edu.ph

Keywords: adaptive skills, collaboration, inclusive education, teacher experiences

1. Introduction

Globally, the implementation of inclusive education continues to be hindered by discriminatory attitudes toward learners with special needs (Jardinez & Natividad, 2024). Teachers who are responsible for accommodating these learners frequently encounter negative perceptions that limit their ability to implement inclusive practices effectively (Sharma et al., 2018).

In several international contexts, discriminatory attitudes remain a significant barrier. In Norway, studies indicate that negative social perceptions complicate the practical implementation of inclusive education (Rapp & Corral-Granados, 2021). Similarly, research in Switzerland highlights persistent biases that obstruct the integration of learners with special needs into mainstream classrooms (Garrote et al., 2020). In Indonesia, prevailing social and institutional attitudes within schools reinforce discriminatory perceptions, further restricting teachers' capacity to implement inclusive practices (Dewi, 2024).

Within the Philippine context, receiving teachers report experiencing similar challenges. Discriminatory attitudes from colleagues, parents, and the wider community constrain their ability to implement inclusive education effectively (Kilag et al., 2025; Beltran, 2025). Despite the existence of inclusive policies, there remains a local gap in understanding how these attitudes specifically shape teachers' lived experiences in newly implemented schools.

Addressing this problem is essential because it shifts the focus from individual limitations to systemic barriers, aligning with the Social Model of Disability (Oliver, 2004). By examining how discriminatory attitudes manifest and influence teachers' experiences, this study seeks to answer the research questions on how receiving teachers navigate these challenges and why such barriers persist, ultimately providing insights to guide targeted interventions, professional development, and policy reforms that promote genuinely inclusive classrooms.

2. Methodology

2.1. Research Design

A case study design was employed to provide an in-depth exploration of the unique challenges and coping mechanisms of a receiving teacher assigned to a learner with difficulty applying adaptive skills. A case study was defined by Yin (2018) as an empirical inquiry used to investigate a contemporary issue within a real-life context. The design was considered appropriate for examining challenges encountered in an inclusive classroom setting. A holistic understanding of a single unit of analysis was further emphasized by Crowe et al. (2011), while the value of the design in capturing

the complexity of specific educational situations was underscored by Alam (2020). Through the case study approach, nuanced barriers, responses, and support systems shaping daily instructional practices were explored.

2.2. Sample and Sampling

The study was conducted with one primary participant handling a learner with difficulty applying adaptive skills in a mainstream classroom. The main case was represented by a receiving teacher assigned the pseudonym Sir Roberto to ensure confidentiality and protect participant identity. Sir Roberto was selected through purposive sampling. As noted by Etikan (2016), purposive sampling enables the intentional selection of an individual with specific characteristics relevant to the inquiry, thereby ensuring rich and meaningful insights into the phenomenon under investigation. Key informants were also included to strengthen and validate the gathered data. The key informants included the learner's parent or guardian, a co-teacher closely working with the participant, the school principal, and other school personnel with direct interaction with Sir Roberto in the educational setting. The perspectives provided by the key informants served as supporting sources for contextualization and triangulation of the experiences presented in the main case.

2.3. Data Gathering Techniques

In-depth interviews were used as the primary data collection method to examine the challenges and coping mechanisms of a receiving teacher assigned to a learner with difficulty applying adaptive skills in a mainstream classroom. In-depth interviews were considered appropriate for the inquiry because detailed and context-specific information could be obtained through the method. Environmental, attitudinal, and structural factors influencing the delivery of inclusive instruction were also examined through the interviews (Rutledge & Hogg, 2020). Reflective and authentic accounts of classroom situations, instructional demands, and support needs encountered during the learner's integration were gathered from the receiving teacher.

2.4. Data Analysis

The thematic analysis approach of Braun and Clarke (2006) was employed to ensure systematic interpretation of participant accounts. Six recursive phases were followed: familiarization with the transcripts, generation of initial codes, identification of potential themes, review and refinement of themes, definition and naming of themes, and production of the final report. Reflexivity was maintained throughout the analysis through the use of a reflexive journal, allowing critical examination of potential biases and assumptions. Themes were carefully developed to capture patterned meanings across participant experiences, thereby ensuring a coherent and

meaningful representation of the phenomenon. Credibility was strengthened through member checking, allowing validation of the interpretations by the participants.

2.5. Ethical Considerations

Strict ethical standards were observed to safeguard the dignity, rights, and autonomy of all participants. Informed consent was obtained through a clear explanation of the study's purpose, procedures, risks, and benefits. Voluntary participation and the right to withdraw at any time were also ensured. Confidentiality and anonymity were maintained through secure data handling and the removal of identifying information. A respectful and nonjudgmental approach was observed during the interviews to minimize discomfort. All procedures were conducted in compliance with the Data Privacy Act of 2012 and SMILE guidelines, thereby ensuring ethical rigor and credibility in supporting inclusive education practices.

3. Results

3.1 Environmental, Attitudinal, And Structural Challenges

3.1.1 Non-Conducive and Resource-Limited Learning Environment

As the data were systematically examined, a heightened awareness emerged regarding the influence of the physical learning environment on the experiences of learners with adaptive skill difficulties. The classroom was recognized not merely as a site for instruction, but as a critical context that can either facilitate or constrain meaningful learning. Analysis of the participants' accounts revealed a persistent tension between the intent of inclusive education policies and the realities of classroom conditions, which continue to pose significant barriers. These findings underscore that environmental limitations are not peripheral concerns but central challenges that profoundly shape both teaching practices and learning outcomes.

“Sa akong experience, ang classroom environment usahay dili gyud conducive para sa learners with adaptive skill difficulties. Overcrowded ang classroom, daghan distractions, ug usahay dili structured ang physical setup. Kulang pud kaayo ang instructional materials like visual aids ug assistive tools nga importante unta para sa ilang learning. Tungod ani, dali sila ma-distract ug lisod para nila mag-focus ug mag-apply sa ilang adaptive ug social skills.” (In my experience, the classroom environment is sometimes not conducive for learners with adaptive skill difficulties. The classroom is overcrowded, there are many distractions, and sometimes the physical setup is not structured. There is also a lack of instructional materials such as visual aids and assistive tools that are important

for their learning. Because of this, they are easily distracted and find it difficult to focus and apply their adaptive and social skills.) (Sir Roberto)

“Makita gyud nako nga crowded ang classroom ug daghan distractions, mao nga lisod para sa learners nga mag-concentrate, especially kato adunay special needs.” *(I can clearly see that the classroom is crowded and full of distractions, which makes it difficult for learners to concentrate, especially those with special needs.) (Co-Teacher)*

“Usahay akong anak dili ka-focus tungod sa environment sa classroom, labi na kung saba ug daghan kaayo students.” *(Sometimes my child cannot focus because of the classroom environment, especially when it is noisy and there are too many students.) (Parent)*

“One of the major challenges is the limitation in facilities and learning resources, which affects how inclusive education is implemented in the classroom.” *(School Principal)*

3.1.2 Limited Inclusivity and Misunderstanding Among Stakeholders

A careful interrogation of the data foregrounded the significant role of social attitudes in influencing the experiences of learners with adaptive skill difficulties. The theme suggests that inclusion is not solely contingent upon physical placement but is equally shaped by the quality of interpersonal interactions within the learning environment. Participants’ accounts highlighted prevailing issues, including misunderstandings, limited patience, and inadequate awareness among peers and parents, which collectively create subtle yet powerful barriers to participation. These patterns indicate that inclusive education must be understood as a relational process grounded in the cultivation of acceptance, respect, and a shared commitment to understanding diversity within the classroom.

“Naa koy experience nga ang uban classmates dili kaayo patient sa learner. Naay instances nga ginakataw-an siya or dili tagaan ug chance sa group activities, nga makaapekto sa iyang self-confidence. Even some parents dili kasabot sa iyang condition, mao nga ginakuestion nila akong strategies. So aside sa pagtudlo, kinahanglan pa nako i-address ang attitudes sa mga tao sa iyang palibot.” *(I have experienced that some classmates are not very patient with the learner. There are instances where the learner is laughed at or not given a chance to participate in group activities,*

which affects their self-confidence. Even some parents do not understand the learner's condition, so they question my strategies. So aside from teaching, I also need to address the attitudes of the people around the learner.) (Sir Roberto)

“Naay uban students nga dili supportive sa ilang classmate, usahay dili sila kasabot sa situation mao nga dili sila patient.” (There are some students who are not supportive of their classmate; sometimes they do not understand the situation, which is why they are not patient.) (Co-Teacher)

“Makita nako nga usahay dili kasabot ang uban tao sa condition sa akong anak, mao nga maapektuhan iyang confidence.” (I can see that sometimes other people do not understand my child's condition, which affects my child's confidence.) (Parent)

“Attitudes of stakeholders vary, and this becomes a challenge in promoting a fully inclusive school environment.” (School Principal)

3.1.3 Systemic Gaps in Support, Training, and Implementation

An examination of participants' responses revealed the pervasive influence of systemic limitations on the implementation of inclusive education. This theme reveals a persistent disconnect between policy intentions and actual classroom practices, largely attributed to gaps in implementation, insufficient training, and limited resources. Participants' accounts further suggested that teachers are frequently required to manage complex instructional demands in the absence of adequate institutional support. These findings underscore that the effectiveness of inclusive education is not solely reliant on individual teacher efforts but is fundamentally shaped by the broader educational system's capacity and responsiveness.

“Structurally, dako kaayo ang challenge sa large class size ug limited SPED resources. Bisan naa ang policies for inclusive education, usahay kulang sa implementation. Dili tanan teachers naka-attend ug trainings, ug kulang pud ang coordination between school ug parents, mao nga dili consistent ang support sa learner.” (Structurally, large class size and limited SPED resources are major challenges. Even if there are policies for inclusive education, sometimes their implementation is lacking. Not all teachers are able to attend trainings, and there is also limited coordination between school and parents, which results in inconsistent support for the learner.) (Sir Roberto)

“Kulang gyud ang resources ug trainings, mao nga lisod usahay i-address ang needs sa learners with special needs.” *(There is really a lack of resources and trainings, which is why it is sometimes difficult to address the needs of learners with special needs.) (Co-Teacher)*

“Usahay murag kulang ang support system para sa akong anak, labi na sa coordination between school ug family.” *(Sometimes it feels like the support system for my child is lacking, especially in terms of coordination between the school and the family.) (Parent)*

“We recognize that there are gaps in training, resources, and implementation, which we continuously try to address through programs and planning.” *(School Principal)*

3.2 Adaptive Pathways to Inclusion (Coping Mechanisms)

3.2.1 Adaptive and Differentiated Teaching Practices

An in-depth engagement with the participants’ responses illuminated the critical role of instructional adaptability in inclusive education. The findings highlight how teachers, despite persistent classroom challenges, actively modify their approaches to ensure that learning remains accessible and meaningful for learners with adaptive skill difficulties. Such practices reflect the dynamic nature of teaching in inclusive settings, where instruction is continually refined in response to diverse learner needs. Moreover, the data suggest that even modest instructional adjustments can yield substantial improvements in learners’ capacity to comprehend and apply adaptive skills, underscoring the transformative potential of responsive and flexible pedagogy.

“Ako ginabuhat kay mag-adjust ko sa teaching strategies depende sa needs sa learner. Nagagamit ko ug differentiated instruction, visuals, repetition, ug one-on-one guidance. Naay learner nga lisod kaayo mag-follow instructions, so naggamit ko ug step-by-step visual guides. Slowly, nakita nako iyang improvement sa pag-apply sa adaptive skills.” *(What I do is I adjust my teaching strategies depending on the needs of the learner. I use differentiated instruction, visuals, repetition, and one-on-one guidance. There was a learner who had difficulty following instructions, so I used step-by-step visual guides. Slowly, I saw improvement in their ability to apply adaptive skills.) (Sir Roberto)*

“Mag-adjust gyud mi sa among teaching methods aron ma-accommodate ang different learners.” *(We really adjust our teaching methods to accommodate different learners.) (Co-Teacher)*

“Makita nako nga helpful kaayo ang strategies sa teacher kay nag-improve akong anak.” (*I can see that the teacher’s strategies are very helpful because my child has improved.*) (Parent)

“We encourage teachers to use varied and adaptive strategies to meet the needs of diverse learners.” (*School Principal*)

3.2.2 Collaborative Support Systems Among Stakeholders

A critical analysis of the participants’ responses underscored the collective nature of inclusive education, emphasizing that its successful implementation extends beyond the capacity of any single individual. The theme highlights the centrality of collaborative practices in aligning the efforts of teachers, parents, and school leaders toward a common goal of supporting learners with adaptive skill difficulties. Such collaboration appears to distribute responsibilities more equitably, thereby enhancing the efficiency and sustainability of interventions. Furthermore, the theme suggests that shared engagement among stakeholders fosters a sense of collective accountability, ultimately strengthening the continuity of support for learners across school and home contexts.

“Nakig-collaborate ko sa akong co-teachers ug parents aron masiguro nga consistent ang support system sa learner. Importante gyud nga magtinabangay mi kay dili kaya sa usa lang ka teacher ang tanan.” (*I collaborate with my co-teachers and parents to ensure that the learner has a consistent support system. We must work together because one teacher alone cannot handle everything.*) (Sir Roberto)

“We support each other pinaagi sa sharing ug strategies ug teamwork.” (*We support each other through sharing strategies and teamwork.*) (Co-Teacher)

“Nakig-communicate gyud ko sa teacher aron masabtan nako unsaon pagtabang sa akong anak.” (*I really communicate with the teacher so I can understand how to help my child.*) (Parent)

“Coordination and collaboration among stakeholders are essential in supporting inclusive education.” (*School Principal*)

3.3 Foundations for Inclusive Growth (Insights)

3.3.1 Reflective Practice and Professional Growth

The theme indicates that effective teaching in such contexts extends beyond technical competence, requiring continuous reflection, adaptation, and professional growth. Reflective practice emerged as a critical mechanism for teachers to refine their approaches and enhance their responsiveness to diverse learner needs. Moreover, the theme suggests that ongoing professional development is fostered through the interplay of individual initiative and institutional support, both of which contribute to strengthening overall teaching effectiveness in inclusive settings.

“Ginamanage nako ang challenges pinaagi sa patience ug flexibility. Nag-reflect ko sa akong teaching practices ug nangita ko ug ways para ma-improve pa nako akong strategies. Mu-attend pud ko ug trainings kung naa available aron mas ma-enhance akong skills.” (*I manage the challenges through patience and flexibility. I reflect on my teaching practices and seek ways to further refine my strategies. I also attend trainings when available to enhance my skills.*) (Sir Roberto)

“Importante gyud ang continuous learning ug sharing of experiences among teachers.” (*Continuous learning and sharing of experiences among teachers are really important.*) (Co-Teacher)

“We provide trainings and encourage teachers to continuously improve their competencies.” (*School Principal*)

3.3.2 Responsive Instruction as a Core Practice

A thoughtful engagement with participants' responses highlighted the critical importance of acknowledging individual differences in the learning process. The findings suggest that inclusive education requires approaches that go beyond generalized instruction, emphasizing flexibility and deliberate responsiveness to each learner's unique profile. Such perspectives highlight that teaching becomes more relevant and impactful when tailored to individual needs, thereby challenging reliance on rigid, uniform methods. This insight further reflects a more nuanced understanding of inclusion, positioning it not merely as a theoretical construct but as a practice anchored in the continuous adaptation of instruction to support diverse learners.

“Narealize nako nga each learner is unique, mao nga dili gyud pwede ang one-size-fits-all approach. Kinahanglan gyud i-adjust ang strategies depende sa ilang needs.” (*I realized that each learner*

is unique, so a one-size-fits-all approach is not effective. Strategies really need to be adjusted depending on their needs.) (Sir Roberto)

“Each learner needs special attention ug tailored strategies.” (Each learner needs special attention and tailored strategies.) (Co-Teacher)

3.3.3 Integrated Home–School Partnerships Strengthen Learner Development

A critical consideration of the participants’ accounts illuminated that the effectiveness of inclusive education is not confined to classroom contexts alone. This theme underscores that learning is an ongoing process shaped by the continuity of support provided in both school and the home environment. This perspective reinforces the indispensable role of strong partnerships between teachers and parents in sustaining learner development. Furthermore, the integration of shared responsibilities among stakeholders appears to foster a more cohesive and supportive environment, thereby enhancing both academic progress and the development of adaptive skills.

“Narealize nako nga dili nako kaya ako lang. Kailangan gyud ug strong partnership with parents para masupport ang learner both sa school ug sa balay.” (I realized that I cannot do it alone. A strong partnership with parents is really needed to support the learner both in school and at home.) (Sir Roberto)

“Nakat-on ko nga importante gyud nga makig-cooperate ko sa teacher kay para sa kaayohan sa akong anak.” (I learned that it is really important to cooperate with the teacher for the well-being of my child.) (Parent)

“Inclusive education becomes more effective when there is strong collaboration between school and family.” (School Principal)

3.3.4 Inclusive Education Requires Systemic Support

The theme highlights that the success of inclusive practices depends on the alignment and cooperation of teachers, school leaders, families, and the wider educational system in delivering coherent, sustained support. This perspective underscores that even highly committed teachers may encounter limitations in the absence of a well-coordinated and supportive structure. Moreover, the theme underscores the need to integrate both human commitment and institutional capacity, as their combined influence is essential to the effective realization of inclusive education.

“Nakat-on ko nga inclusive education dili lang responsibility sa teacher, kundi kinahanglan gyud ug support gikan sa school ug pamilya. Kung walay support system, lisod gyud ma-achieve ang inclusive practices.” (*I learned that inclusive education is not only the responsibility of the teacher, but it really requires support from the school and the family. Without a support system, it is difficult to achieve inclusive practices.*) (Sir Roberto)

“Teamwork among teachers is very important para ma-meet ang needs sa learners.” (*Teamwork among teachers is very important in order to meet the needs of learners.*) (Co-Teacher)

“Inclusive education requires collaboration, proper resources, and continuous support from all stakeholders.” (*School Principal*)

4. Discussion

The findings of this study on environmental, attitudinal, and structural challenges are supported by recent literature indicating that inclusive classrooms continue to face barriers, including overcrowding, limited instructional resources, insufficient teacher training, and inconsistent stakeholder attitudes. Studies have shown that teachers in inclusive settings often struggle to manage diverse learners due to large class sizes and a lack of assistive materials, which significantly affect instructional delivery and learner engagement (Emans et al. 2025). Additionally, research highlights that negative or uninformed attitudes from peers and parents can hinder inclusion, affecting learners’ social participation and teachers’ instructional effectiveness (Kárpáti & Miklósi, 2026). However, some studies challenge these findings, suggesting that in well-supported school systems, teachers exhibit more positive attitudes and fewer perceived barriers, particularly when professional development and institutional support are strong (Arranz-Sánchez & Espada-Chavarría, 2025).

The coping mechanisms identified in this study, including differentiated instruction, collaboration, and reflective practice, are affirmed by literature emphasizing adaptive teaching and collective support as essential strategies in inclusive education. Research indicates that teachers commonly employ flexible instructional approaches, such as scaffolding, visual supports, and individualized guidance, to accommodate diverse learners (Thomann & Deutscher, 2025). Furthermore, collaboration with colleagues and parents has been widely recognized as a critical factor in sustaining inclusive practices and improving learner outcomes (Gal & Ryder, 2025). Reflective teaching is also identified as a key professional practice that enables educators to refine strategies and respond effectively to classroom challenges (Aryal, 2024). However, some studies challenge these findings, arguing that such coping mechanisms may not be sufficient in contexts with limited

institutional support, as differentiated instruction can be difficult to sustain due to time constraints, lack of training, and heavy workloads (Ruelan & Ebisa, 2025).

The insights gained from this study, particularly the importance of individualized teaching, home–school collaboration, and collective responsibility, are strongly supported by recent literature on inclusive education. Studies have shown that effective inclusion requires flexible and learner-centered approaches that recognize individual differences and promote adaptive teaching practices (Rogahang et al. 2024). Additionally, strong partnerships between teachers and parents have been found to enhance learner development and ensure consistency of support across home and school environments (Hepburn et al. 2025). Research also emphasizes that inclusive education is a shared responsibility among teachers, school leaders, families, and the wider community, requiring coordinated efforts and sustained support (Cruiz & Cruiz, 2025). However, some studies present opposing views, noting that not all teachers develop positive insights or confidence in inclusive practices, especially when faced with inadequate training or unclear policy implementation (Jardinez & Natividad, 2024).

5. Conclusion

This study concludes that the effective implementation of inclusive education for learners with adaptive skill difficulties is shaped by interconnected environmental, attitudinal, and structural challenges, which influence how teachers deliver instruction and how learners participate in the classroom. The findings revealed that non-conducive learning environments, limited inclusivity and understanding among stakeholders, and systemic gaps in resources, training, and policy implementation hinder the realization of inclusive practices. Despite these challenges, teachers demonstrate resilience through adaptive and differentiated teaching practices, collaboration with stakeholders, and continuous reflective practice. The study further highlights that meaningful inclusion is achieved through individualized instruction, strong home–school partnerships, and collective effort supported by a responsive system. Overall, inclusive education is not solely dependent on teacher competence but requires shared responsibility, adequate resources, and sustained institutional support.

6. Recommendation

Based on the findings, it is recommended that schools strengthen institutional support systems by improving classroom conditions, reducing class sizes where possible, and ensuring the availability of adequate instructional materials and assistive resources. School administrators should provide continuous, targeted professional development programs to equip teachers with inclusive teaching strategies and to promote reflective practice. Additionally, schools should establish structured mechanisms to strengthen home–school collaboration, such as regular communication

platforms and parent engagement programs, to ensure consistent support for learners. It is also recommended that policymakers enhance the implementation and monitoring of inclusive education policies to address existing gaps in resources and coordination. Finally, future research may explore broader contexts or employ different methodologies to further examine effective strategies and systemic improvements for sustaining inclusive education practices.

Acknowledgment

Sincere appreciation is extended to all participants for generously sharing time and experiences. Gratitude is also expressed to colleagues, families, and the academic community for the support and understanding that made this endeavor possible. Above all, appreciation is given for the opportunity to conduct this study, through which knowledge was deepened and commitment to inclusive education was strengthened.

Conflict of Interest Statement

The authors declare no conflict of interest.

References

- Alam, M. K. (2021). A systematic qualitative case study: questions, data collection, NVivo analysis and saturation. *Qualitative research in organizations and management: an international journal*, 16(1), 1-31. <https://doi.org/10.1108/QROM-09-2019-1825>
- Arranz-Sánchez, A., & Espada-Chavarría, R. (2025). Teachers' Attitudes and Perceived Barriers to Inclusive Education in Spain. Systematic Review. *Revista Romaneasca pentru Educatie Multidimensionala*, 17(3), 754-785. <https://doi.org/10.18662/rrem/17.3/1042>
- Aryal, M. (2024). Reflective teaching and practices in the classroom. *Journal of Multidisciplinary Research Advancements*, 2(1), 26-31. <https://doi.org/10.3126/jomra.v2i1.66635>
- Beltran, K. A., Agripa, S. A., Bustarga, A. J. O., Cruz, K. B. D., Marmol, S. L., & Morallo, S. J. A. (2025). Practices and challenges in implementing inclusive education in Philippine elementary schools. *Journal of Education Research*, 6(1), 8-22. <https://doi.org/10.37985/jer.v6i1.2251>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101. https://www.academia.edu/download/59399379/9.1_Braun_2006_Using_thematic_analysis_in_psychology20190526-59418-126ih4x.pdf
- Colaizzi, P.F. (1978) Psychological Research as the Phenomenologist Views It. In: Valle, R.S. and Mark, K., Eds., *Existential Phenomenological Alternatives for Psychology*, Oxford University Press, New York, 48-71. <https://philpapers.org/rec/COLPRA-5>

- Crowe, S., Cresswell, K., Robertson, A., Avery, A., & Sheikh, A. (2011). The Case Study Approach. *BMC Medical Research Methodology*, 11, 100. <https://www.scrip.org/reference/referencespapers?referenceid=3292057>
- Cruiz, C. J., & Cruiz, C. G. (2025). Voices of Inclusion: Navigating Inclusive Education to Foster Marginalized Learners' Inclusivity. *International Journal for Multidisciplinary Research*, 7(6). <https://doi.org/10.36948/ijfmr.2025.v07i06.64694>
- Dewi, A. E. R. (2024). Effectiveness of implementing inclusive education: Challenges and opportunities in culturally diverse classrooms. *Journal of Pedagogi*, 1(3), 1-7. <https://doi.org/10.62872/k2k0zs91>
- Emans, A., Oolbekkink-Marchand, H., Bakker, C., & De Bruijn, E. (2025, January). Teacher agency in the dynamics of educational practices: a theory synthesis. In *Frontiers in Education* (Vol. 9, p. 1515123). Frontiers Media SA. <https://doi.org/10.3389/educ.2024.1515123>
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1), 1-4. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Gal, C., & Ryder, C. H. (2025). Unlocking potential: Comparing collaborative and traditional learning methods for students with learning disabilities in special education classrooms. *Social Sciences & Humanities Open*, 11, 101521. <https://doi.org/10.1016/j.ssaho.2025.101521>
- Garrote, A., Felder, F., Krähenmann, H., Schnepel, S., Sermier Dessemontet, R., & Moser Opitz, E. (2020, October). Social acceptance in inclusive classrooms: The role of teacher attitudes toward inclusion and classroom management. In *Frontiers in Education* (Vol. 5, p. 582873). Frontiers Media SA. <https://doi.org/10.3389/educ.2020.582873>
- Hepburn, S. J., Trompf, M., Hodges, J., MacLeod, L. M., Ma, T., Teng, J., ... & Sanders, M. (2025). Creating a positive home-school partnership through professional learning for teachers—A scoping review of the international literature. *Teaching and Teacher Education*, 165, 105127. <https://doi.org/10.1016/j.tate.2025.105127>
- Jardinez, M. J., & Natividad, L. R. (2024). The Advantages and Challenges of Inclusive Education: Striving for Equity in the Classroom. *Shanlax International Journal of Education*, 12(2), 57–65. <https://doi.org/10.34293/education.v12i2.7182>
- Kárpáti, N. V., & Miklósi, M. (2026). Parental perceptions and attitudes towards the inclusion of children with neurodevelopmental, physical and sensory disabilities. *Frontiers in psychiatry*, 16, 1735746. <https://doi.org/10.3389/fpsy.2025.1735746>
- Kilag, O. K., Torres, J. L., Mira, J. P., Ramas, G. P., & Peranco, R. E. (2025). The state of special education in the Philippines: Challenges and opportunities for inclusive practices. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE)*, 2(2), 116-122. . <https://doi.org/10.5281/ZENODO.14841767>
- Oliver M. (2004). "The social model in action: if I had a hammer," in *Implementing the Social Model of Disability: Theory and Research*, eds C. Barnes and G. Mercer (Leeds: The Disability Press;), 18–31. <https://disability-studies.leeds.ac.uk/publications/implementing-the-social-model-of-disability/>

- Rapp, A. C., & Corral-Granados, A. (2021). Understanding inclusive education – a theoretical contribution from system theory and the constructionist perspective. *International Journal of Inclusive Education*, 28(4), 423–439. <https://doi.org/10.1080/13603116.2021.1946725>
- Rogahang, S. S. N., Paramansyah, A., Zaelani, K., Iqbal, M., & Judijanto, L. (2024). Inclusive Education Practices: Fostering Diversity and Equity in the Classroom. *Global International Journal of Innovative Research*, 1(3), 260–266. <https://doi.org/10.59613/global.v1i3.46>
- Ruelan, M. C., & Ebisa, E. (2025). Diverse Classrooms: Challenges and Coping Practices of Multigrade Teachers. *Psychology and Education: A Multidisciplinary Journal*, 44(5), 588–602. <https://doi.org/10.70838/pemj.440507>
- Rutledge, P. B., & Hogg, J. L. C. (2020). In-depth interviews. *The international encyclopedia of media psychology*, 1-7. <https://onlinelibrary.wiley.com/doi/abs/10.1002/9781119011071.iemp0019>
- Sharma, U., Armstrong, A. C., Merumeru, L., Simi, J., & Yared, H. (2018). Addressing barriers to implementing inclusive education in the Pacific. *In International Journal of Inclusive Education* 23 (1) 65–78. <https://doi.org/10.1080/13603116.2018.1514751>
- Thomann, H., & Deutscher, V. (2025). Scaffolding through prompts in digital learning: A systematic review and meta-analysis of effectiveness on learning achievement. *Educational Research Review*, 47, 100686. <https://doi.org/10.1016/j.edurev.2025.100686>
- Yin, R. K. (2018). *Case study research and applications* (Vol. 6). Thousand Oaks, CA: Sage. <https://researchmethodscommunity.sagepub.com/blog/designing-research-with-case-study-methods>
-

Author Contributions: Andan, M.; Manatad, J.; Oliveros, R.; Gulam, E.R.; Cerbo, R.J.; Study design, method conception, data collection, data analysis, and manuscript writing.