

Exploring Teaching Strategies and Challenges Towards a Holistic Context-Based Special Education Teaching Strategies Program

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Abstract This phenomenological research study explored the challenges and strategies of six identified special education teachers in the Legazpi City Division. The study employed in-person interviews using a validated instrument and audio recordings. The study focused on the assessment of students' current levels of functioning, planning and individualized education programs, collaboration and consultation with multidisciplinary team members, and adaptation of content activities. Results deduced from coding revealed that reading and discussion method, monopolizing decisions, and additional cost in modifying instructional materials were the major challenges. Moreover, the individualized instructions, strong motivation, and classroom policies, content, and modifying instructional materials were major strategies. The study formulated a holistic context-based special education teaching strategies program that highlights the faculty management program, the students support program, and the administrative support program. Faculty development programs aid teachers in not being left behind. Investing in teachers' professional growth is suggested.

Keywords: *Adaptation, inclusion, modification, motivation, sign language*

Introduction

The United Nations (UN) Sustainable Development Goals (SDGs) seek to guarantee equal access to all levels of education and vocational training for the disadvantaged, including people with special needs, indigenous peoples, and youth in precarious situations, by 2030 (United Nations, 2018). In the Philippines, the initiatives of different international and local organizations gradually advance the development of Special Education (SPED) program toward equal opportunity. The United Nations Educational, Scientific and Cultural Organization (UNESCO) believes that inclusive education systems are the most important ways to reduce implicit bias and gender-based discrimination, establish an inclusive society, and promote education for all (Operti et al., 2013). The Philippine Constitution gives every Filipino the right to education and stipulates that education gets the greatest financial priority (Reyes et al., 2019). In line with AmBisyon Natin 2040, the President emphasizes the need for lifelong learning and skill development to accelerate human capital and the SDGs (Albert et al., 2018; Reyes et al., 2019). Local governments are responsible for special education institutions, the establishment of parent-teacher organizations, and collaboration with other civil society actors.

Although the education sector received the highest budget, the Philippines with an increasing population (Ballesteros, 2010) and as a developing country is still struggling to provide access to quality education for the students. Limited classrooms, lack of books, and restrooms are some of the common physical problems faced by the teachers and students (Sangalang et al., 2020). Meanwhile,

most of the government programs were focused on the student development. On the contrary, teachers in SPED tended to lose interest in professional development because of the lack of institutional support and personal budget. There are also limited studies and literature on implementing SPED in the country (Dela Fuente, 2021). Although Williams & Dikes (2015) reported that SPED teachers were the most stressed professionals. Relevant support programs for SPED teachers are highly essential since they hone the students' development. This means that the success of the students depends on the level of the performance of the teachers.

However, Ajoc (2019) stated that effective treatment programs and initiatives to strengthen SPED implementation and inadequacies in the input and process aspects should be effectively addressed through the development of effective activities and programs to improve SPED integration in the province of Surigao del Sur. Effective interventions and solutions should be based on the teachers' experiences and knowledge since they serve as the most knowledgeable person in educating disabled students. Accordingly Pawilen (2018), claimed that SPED curriculum development is distinct due to the nature and demands of SPED students.

According to Sayson (2016), public SPED schools only provide minimal assistance to students with sensory, mental, and other health-related challenges. The author suggested further research to support the early results. In fact, professional development programs and the creation of SPED-specific supervisory instruments are required (Formoso, 2019). A CAST (i.e., competency, attitude, structure, and tools) model for SPED instructional supervision was also created by the author for this purpose. However the effectiveness of the proposed programs will depend on where it was based and how it was developed, thus, research-based programs are an advantage for the school to employ.

The abovementioned study findings on SPED evaluate the implementation of SPED programs in the country and provide recommendations on the major concerns, however, there is no study attempt to develop support programs are a minority. Hence, this study aimed to develop a holistic context-based special education teaching strategies program to pursue quality education by providing the SPED teachers the essential support they need in the changing society. This study is also significant to the program developers and future researchers in developing the skills and competencies of SPED teachers.

Framework of the Study

The study is anchored on Maslow's theory of motivation which has made a major contribution to teaching and classroom management in schools (Zhou & Brown, 2015). Rather than reducing behavior to a response to the environment, the theory adopts a holistic approach to education and learning. Moreover, the theory focused on the complete physical, emotional, social, and intellectual qualities of an individual and how they impact learning (Maslow, 1970). High levels of motivation will increase persistence, enhance cognitive processes and lead to improved performance. Additionally, the study is based on Manitoba's inclusion philosophy, which asserts that an inclusive community changes proactively in response to people's evolving needs (Malette, 2008). An inclusive community fosters meaningful participation and fair access to citizenship advantages via acknowledgment and support. In Manitoba, inclusion is accepted as a way to improve the well-being of all community members. By cooperating, it strengthens the potential to lay the groundwork for a more prosperous future for all.

Providing effective faculty support programs for SPED teachers motivates them to execute their tasks efficiently. Likewise, a supportive school environment also supports the growth of the teachers. Faculty support programs which are considered teachers' motivation should equip the teachers to combat difficulties. In this study, to provide an appropriate holistic approach to education and learning, challenges and strategies used were explored to develop a holistic context-based special education teaching strategies program through faculty support program, student support program, and administrative support program. The research output aimed to develop an inclusive education program by supporting teachers' development.

Purpose of the Study

The primary goal of this study was to develop a holistic context-based special education teaching strategies program. Moreover, the study explored the challenges and strategies encountered by the SPED teachers to the aforementioned teaching strategies program.

Methodology

Research Design

The study used a phenomenological qualitative research design which examines human experience in social contexts and seeks to make sense of social practices (Lochmiller & Lester, 2017). The research design was used to explore the teaching strategies and the challenges of SPED teachers in the assessment of the present level of functioning of the students, planning and individualized education program, collaboration and consultation with multidisciplinary team members, and adaptation and modification of content

activities through an in-depth phenomenological interview. To ensure the soundness of the data, field notes and audio recordings were used.

Context of the Study

The study was conducted in the biggest secondary school in the Legazpi City division that offers different specialized programs such as trans-vocational and mainstream programs for SPED. The school maintains its initiatives toward inclusive education in partnership with local and international organizations. For the purposes of the study, the researcher obtained permission to gather information from SPED teachers using an interview format. The study used total enumeration sampling since there were only six identified SPED teachers based on the school records during the conduct of the study. The data gathering of the study was conducted from January to February 2020.

Table 1.

Demographic Profile of the Participants

Pseudonym	Age	Gender	Years in the Service	Relevant Training and Seminars Attended
Juan	38	Male	10	9
Agnes	35	Female	8	7
Cora	35	Female	12	10
Eva	43	Female	15	15
Flora	56	Female	30	50
Lourdes	54	Female	35	45

Instruments

The study utilized structured interview questions for the evaluation of the research variables. After considering the review of related literature, areas of assessment of the present level functioning of the students, planning and individualized

education program, collaboration and consultation with multidisciplinary team members, and adaptation and modification of content activities, the following questions guided the study:

1. *What do you think are the general characteristics of SPED students? Why?*
2. *How would your subject harness the skills of SPED students?*
3. *What do you think is your role as a teacher in the skills acquisition of SPED students in terms of physical abilities and mental abilities? Why?*
4. *What do you think is the best teaching method for transferring new skills given the SPED classes as the context of learning? Why?*
5. *How about the most ineffective method? Why?*
6. *How would you gauge the mastery level of your students?*
7. *Do you find it most helpful working collaboratively with co-teachers in handling SPED classes?*
8. *What are the challenges encountered commonly experienced among co-teachers? Why?*
9. *What do you think are the other areas where teachers can improve their teaching skills for SPED classes? Why?*
10. *Can you share some situations in your SPED class where you modify or adapt some content and activities to suit the special needs of your SPED students? What are the challenge and advantages of this?*
11. *How can you say that you are able to guide students to realize their potential?*
12. *What recommendations or ideas can you suggest to further enhance the teaching strategies of SPED teachers?*

The interview questions were critiqued and validated by 10 experts from relevant schools outside the division. The results were analyzed with further refinement and modification to make the instrument more appropriate for the participants. Comments, suggestions, and recommendations from authorities or resource persons were solicited for improvement. The final draft constructed showing relevance to the suggestions was then used.

Data Gathering Procedure

The study used a systematic process in the actual data-gathering of the research. After the dry-run of the research instrument, the researcher asked permission from the division office to conduct the study. Right after receiving the approved letter, the researcher and the principal had a dialogue for guidance and coordination. The informed consent form was introduced and the accomplished signed forms were retrieved from the participants. The signed document contained the purpose of the study, participants' role, potential benefits, confidentiality, data management, and voluntary participation and authorization. The in-person interviews facilitated by the researcher lasted 45 minutes to 1 hour for each participant. Audio recordings and field notes were used to ensure the soundness of data collection.

Data Analysis

After conducting the interview, the researcher read the transcripts and listened to the audio recordings to match the data, followed by labeling of the relevant parts such as words, sentences, and phrases. Then the researcher decided on which codes are important, and created categories by bringing several codes together and labeling the categories, and deciding which are the most relevant and connection of

each code to each other. To corroborate the data generated, documentary analysis of the secondary data were used to expound the interpretation of the findings.

Results

From the participants sharing some common themes emerged (Jones-Goods et al., 2016). These themes were used to describe the phenomenon. Table 2 shows the data on challenges encountered by the participants which generated themes from the 4 categories. The assessment of the present level of functioning of the students was anchored on the general characteristics of the students and the role of teachers in skill acquisition. Moreover, the planning and individualized education program were based on ineffective methods and gauging mastery of learning. Lastly, the challenges in adapting and modifying content activities were also discussed.

Table 3 shows the data on strategies used by the participants which generated themes from the four identified categories. The assessment of the present-level functioning of the students was based on strategies for harnessing skills. The planning and individualized education program was anchored on effective methods in skills transfer. In terms of collaboration, strategies were discussed through the most helpful collaborative work with co-teachers. Lastly, strategies for adaptation and modification of content activities were analyzed based on guiding students in realizing their potential.

Table 2.
Challenges of Special Education Teachers

Pseudonym	Verbatim Transcript	Categories	Description of Themes	Themes
Juan	"They show no interest in the class and are very quiet."	General	SPED Student's	Assessment of
Agnes	"They are mostly shy, quiet, and lack attention."	Characteristics	areas of need for	present level of
Cora	"Most of them have no interest in the class so there should be a strong motivation."	of SPED	support	Functioning of
Eva	"They are typically quiet but sometimes attention seekers."	Students		the Students
Flora	"Special education students struggle with reading comprehension and easy to lose interest."			
Loudes	"They struggle with reading comprehension and familiarization."			
Juan	"SPED teachers should be facilitative in skill acquisition."	The Role	Teachers'	
Agnes	"Be a facilitator of learning, let the student discover the skill by exploration with guidance."	of Teachers	responsibilities	
Cora	"Teachers must prepare hands-on activities."	in Skills	for skill	
Eva	"A facilitator of learning since it is very important in 21st-century education."	Acquisition	development	
Flora	"Develop activities that are suited for their activities and should be attainable."			
Loudes	"Teachers should provide access to a variety of opportunities for different kinds of physical fitness and sports activities."			
Juan	"The reading and discussion methods are not effective for SPED students across areas of learning."	Ineffective	SPED students'	Planning and
Agnes	"Students cannot engage in learning effectively if teachers will use only reading and recitation."	Method in	difficulties in	Individualized
		Skills Transfer	learning task	Education
				Program

Cora	"Reading and discussion activities are ineffective for SPED students."		
Eva	"Reading and recitation is ineffective for SPED program"		
Flora	"Immense reading activity may delay knowledge transfer due to difficulty in communication by the learners."		
Lourdes	"It may cause fatigue to the eyes of the special education student when focusing excessive time on sign language."		
Juan	"Considering the potential time blindness of the students, they easy to get pressured easily."	Gauging	Issues/
Agnes	"Their difficulties disallow them to perform faster, so it is better to use easy tasks since they easy to get pressured."	Mastery of Learning	conflict during collaboration
Cora	"The students' achievement will depend on the degree of the activity that is being proposed."		
Eva	"Considering that they are different from regular students, adjustments in learning are very important for them not to get pressured."		
Flora	"Their disabilities caused them difficulties and due to time blindness."		
Lourdes	"They find the tasks very difficult, so it causes pressure for them."		
Juan	"Monopolizing the decision in the activities or tasks."	Challenges	Issues/
Agnes	"Sometimes, our opinion is not considered during meetings."	Encountered during Collaborative Work with Co-Teachers	conflict during collaboration
Cora	"Monopoly of decisions."		
Eva	"Monopoly of decisions by the seniors."		
Flora	"Monopoly of decisions and sometimes the distribution of tasks."		
Lourdes	"Monopoly of decisions and personal conflicts."		
			Collaboration and Consultation with Multidisciplinary Team Members

		Areas that Need Improvement	Teachers' enhancement needs
Juan	"In the case of mainstreaming, there should be a training for the teachers to enhance sign language skills."		
Agnes	"Updating teaching pedagogies through enrolling in higher learning."		
Cora	"We want to enroll in higher learning aside from having seminars and training since it upgrades our knowledge and skills in teaching."		
Eva	"We should have a training focus on adapting educational technologies in SPED."		
Flora	"There should be a strong commitment and patience handling SPED students."		
Lourdes	"As a senior teacher, I can say that SPED teachers should have strong commitment in the field."		
Juan	"Modifying learning materials is expensive for us."		An adjustment based on the students' individual needs
Agnes	"We need to add extra effort, time, and money in developing learning materials and activities for SPED students."		Adaptation and Modification of Content Activities
Cora	"Additional budget and time in creating modified learning materials."		
Eva	"Individualized activities and enhancing learning materials consume more time, effort and budget."		
Flora	"It consumes more time and is expensive."		
Lourdes	"Compare to a regular class, learning materials in SPED is expensive since we need to modify."		

Table 3.
Strategies of Special Education Teachers

Themes	Coded Transcripts	Categories	Description of Themes	Input to Holistic Context-Based Special Education Teaching Strategies Program
Assessment of present level of Functioning of the Students	Strong classroom rules at the very first meeting with SPED students and motivation that is free for all, timely and exciting are the best strategies for harnessing the skills	Harnessing Skills of SPED Students	The areas of development in which a child with a disability may need support.	Classroom management policies and guidelines, training on child psychology, and the psychology of student learning will enhance further the teaching strategies of the teacher. With this, the school should finance faculty training and re-training inclusive workshops
Planning and Individualized Education Program	Demonstration, video presentation, individualized activities, clear instructions, and ample time for practice are effective in skill transfer for SPED students	Effective Methods in Skills Transfer	A plan or program was developed to ensure that SPED students receive specialized instruction and related services.	Retraining on sign language Benchmarking practices of SPED mechanisms will guide the teachers to select the accurate type of activity or task for the students. Moreover, monitoring and evaluation of the implementation of the student management program/mechanisms are needed

<p>Collaboration and Consultation with Multidisciplinary Team Members</p>	<p>Through collaboration, teachers can identify students' preferred activities through experience and background knowledge of the students. Teachers also find collaboration helpful in creating effective learning materials.</p>	<p>Most Helpful Collaborative Work with Co-Teachers</p>	<p>Teachers working together with the same expertise</p>	<p>Faculty group dynamics workshops and training on collaboration in education further enhance teachers' collaborative work. The creation and provision of collaborative projects are favorable for the teachers</p>
<p>Adaptation and Modification of Content Activities</p>	<p>Modification of instructions and learning materials should be based on special needs.</p>	<p>Guiding Students' Realizing Their Potential</p>	<p>An adjustment made by the teachers based on the students' individual needs</p>	<p>Re-training on modules development and training on individualized education to enhance content modification strategy</p>

Holistic Context-Based Special Education Teaching Strategies Program

1. Faculty Management Program
 - a. Faculty Training and Re-Training
 - i. training on sign language
 - ii. training on child psychology
 - iii. training on the psychology of student learning
 - iv. faculty group dynamics workshop
 - v. training on individualized education and other advanced special pedagogical approaches and techniques specially designed for special education
 - vi. training on collaboration in education
 - vii. benchmarking practices of other special education mechanisms
 - b. Instruction
 - i. module development on various adaptations and modifications to learning plans
2. Student Management Program
 - a. classroom management policies and guidelines
3. Administrative Support Program
 - a. financing faculty training and re-training inclusive workshops
 - b. monitoring and evaluation of the implementation of the student management program/mechanisms
 - c. creation/provision of collaborative projects
 - d. re-training on module development

Based on the derived information from the participants, themes and implications the study formulated a holistic context-based SPED teaching strategies program. This underpinned three significant areas: faculty management program, student management program, and administrative support program. The three support programs will respond to the needs of the SPED program from teachers' development to students learning needs.

Discussion

Challenges of the Teachers in Special Education

Teaching in SPED programs needs strong patience and creativity. SPED teachers operate in different challenging environments, with a very diverse student population, and assist students' growth toward a highly personalized set of objectives (Johnson & Semmelroth, 2013).

Challenges in Assessment of the Present Level of Functioning

In the present level of functioning, the participants shared their experiences on their challenges in terms of the general characteristics of the students and the role of the teachers in skills acquisition. The participants characterized the SPED students as shy, quiet, easy to lose interest, and poor in reading comprehension. To enhance teachers' strategies in handling students with different characteristics, training on child psychology and the psychology of students learning is essential. All contributions, although using a diversity of theoretical and methodological approaches, have a singular emphasis on the relationships between students' emotions and academic engagement (Linnenbrink-Garcia et al., 2011). Moreover, the participants affirmed that the role of teachers should be as facilitators of learning in

skills acquisition. Therefore, it is essential to use a student-centered approach, including a variety of opportunities for different physical fitness and sports. Employing discovery learning of skills through sports is beneficial not only for the students' familiarization of skills but also for their health. Teachers' level of knowledge and skills in implementing teaching and learning through the play method is vital in producing successful special needs pupils (Mokhtar et al., 2020).

Challenges in Planning and Individualized Education Program

Moreover, the challenges in planning and individualized education program were cited as ineffective methods and guide in the mastery of learning. According to the participants, reading and discussion methods were ineffective since these strategies cause fatigue in the eyes of the students and immense reading activity may delay knowledge due to difficulty in communication. The need for the teachers to be trained on individualized education and other advanced special pedagogical approaches and techniques for SPED is necessary. Teachers with extensive knowledge are more successful at raising pupils' accomplishment levels (Feng & Sass, 2013). In gauging the mastery of learning, the participants all agreed that SPED students easily get pressured. As such, module development, on various adaptations and modifications to learning plans are recommended. Avoiding extreme pressure and timed tests when it comes to students with special needs allow them to demonstrate the full scope of their knowledge due to their potential time blindness. Adapting the curriculum to match the academic demands of struggling students is a successful strategy (Hoover, 2011).

Challenges in Collaboration and Consultation with Multidisciplinary Team Members

The participants cited that monopoly of decisions and disregarding the opinion of the minority teachers were the challenges in collaboration and consultation with multidisciplinary team members. This means that training on collaboration in education and faculty group dynamic programs are recommended. Monopolizing decisions fail to exercise democratic teaching since it might start the conflict between teachers. To be more sensitive to teacher growth, it is necessary to first comprehend their viewpoints on cooperation (Da Fonte & Barton-Arwood, 2017). Furthermore, in areas that need improvement, the participants all affirmed that skills in sign language, teaching practices or pedagogies, and the commitment to teaching SPED were of utmost concern. They suggested that enrolling in higher learning while teaching is significant since it allows new pedagogies in teaching SPED. One of the participants stressed that there is a need for a strong commitment as a SPED teacher. To solve these issues, the school administration should finance faculty training and re-training through inclusive workshops and sign language, and faculty scholarship programs are recommended to meet the needs of the teachers in SPED. The faculty development program met its goals, with members conducting seminars and positively influencing career growth (Greene & Winters, 2008).

Challenges in Adapting and Modifying Content Activities and Learning Materials

According to the participants, the challenge in adapting and modifying content activities and learning materials was not on the students' concerns, rather on the preparation of the teachers since it consumes more time and needs additional budget. One of the participants stated that modification of learning materials must attract the students to enjoy the activity.

Hence, re-training on module development and instructional materials is a suggested way to address the aforementioned. Teachers will perform better if learning materials are available since they focus more on the students' development (Tuimur & Chemwei, 2015). Available instructional materials not only save time for teachers but also strengthen teacher-learner interaction. Teachers often experience stress and inadequacy as a result of their excessive workload, which, most critically, diminishes their willingness to continue working in their area (Koonkongsatian, 2017).

The role of teachers in skill acquisition should consider the characteristics and behavior of the students. To respond to the individual need of the learners, teachers and the curriculum should be flexible. The reading and discussion method are an old fashioned way of teaching and may be inappropriate for students with less attention span. Updating teaching skills is required for the teacher not to be left behind. Furthermore allowing each member of the academic community to express opinion decreases conflict and contributes to bigger ideas. Lastly, providing appropriate funding for learning materials development will decrease the personal expenses of the teachers.

Strategies of the Teachers in Special Education

Teaching special needs children equips teacher candidates with the information and skills necessary to deal successfully with the diverse range of learning requirements present in order to improve learning (Lewis et al., 2017). In addition, the achievement of the SPED students relies on the approach of the teachers (Florian, 2019).

Strategies in Assessment of the Present Level of Functioning

In developing the present level of functioning of the students was focused on harnessing the skills, the participants used

strong classroom rules at the very first meeting with the students and motivation as their best strategies. One of the participants stated that the motivation must be free for all, timely, and exciting. Strong motivation and classroom policies support a positive learning environment. Students' perceptions of the school environment were connected to both academic results and teacher/student relationships, as well as self-efficacy and motivation (Fan & Williams, 2018).

Strategies on Planning and Individualized Education Program

All participants considered the use of individualized activities, clear instructions, and ample time for practice as an effective method of teaching skills. One of the participants stated that using actualizations and video presentations enhance the students' learning of new skills. One of the participants also added that students learn easily when they can see and execute the skill at the same time. Classroom demonstrations or using video presentations support the students' familiarization of skills. Benchmarking is an excellent method for identifying the requirements of teachers, students, and schools, as well as for suggesting potential solutions (Buckley, 2019).

Strategies in Collaboration and Consultation with Multidisciplinary Team Members

The participants all voiced that they used collaboration with co-teachers to identify the students' preferred activities. One of the participants stated that it was beneficial to collaborate with other teachers to create effective learning materials based on individual experiences and background knowledge of the students and the subject. Collaboration in education is seen as a legal need, a recommended practice for teachers, and a requirement for the inclusive education (Hernandez, 2013).

Adaptation and Modification of Content Activities

The adaptation and modification of content activities guided the students in realizing their potential. The strategy in modifying instruction and learning materials should be based on the special needs of the students. The participants stated that decreasing the time and adjusting the rules of some activities must be observed in the content activities. Moreover, participants also added providing easy activities, that may suit the capabilities of the students. In fact, one of the participants suggested that the content activity should be focus more on the basics and should provide more examples such as repetitive activities, practice, and most especially a lot of patience. Relatively, Echols et al. (2018) noted that a substantial correlation between teacher training and their degree of competence (Echols et al., 2018).

Teachers will control the behavior of the students through the implementation of classroom policies. Positive reinforcement and motivation boost the interest of the students in the class. Effective benchmarking enables reliable identification of students who need assistance in a particular area of study. Moreover, working with co-teachers saves time and allows the teachers to discover different ideas. Teachers grow better in a supportive environment.

Holistic Context-Based Special Education Teaching Strategies Program

The study formulates a holistic context-based special education teaching strategies program. The program has three specific areas: the faculty management program, the student management program, and the administrative support program. In faculty management programs, there are two main areas faculty training and re-training and instruction.

The faculty must engage in leadership training to be able to master the ever-evolving complex challenges of the role of faculty (Singh & Haynes, 2020). To provide updated teaching strategies, the focus of faculty training and re-training is on the following: sign language, child psychology, the psychology of student learning, faculty group dynamics workshop training on individualized education, and other advanced special pedagogical approaches and techniques specially designed for SPED, training on collaboration in education, benchmarking practices of other SPED mechanisms, training on the homogenous trans-vocation program, and training on the heterogenous mainstream program.

By providing the necessary training and exposure to various SPED activities the teacher may possess the needed strategies for the students to excel. In instruction, module development on various adaptations and modifications of learning plans must be applied. This is to ensure that the activities and the assessments that are given to the students are timely, updated, and relevant. Through the use of tactics and strategies, students increase their engagement in learning, retain more concepts, and so increases their satisfaction (Senthamarai, 2018).

The classroom atmosphere and setting high affect the classroom environment during teacher-student interaction. When it comes to student management programs, the focus of the area must be on classroom management policies and guidelines and re-training on module development. Imposing policies and guidelines for the students may limit their behavior classroom interruption. Moreover, establishing preceding classroom methods can prevent disruptive conduct of the students and improve classroom management plans (Banks, 2014). This area also is highly recommended for teachers to control the whole class and to strictly follow the learning plan. The least restrictive environment allows

for the education of students in an inclusive environment (Matear, 2020).

In the administrative support program, there is a need for financing faculty training and re-training in inclusive workshops, monitoring and evaluation of the implementation of the student management program/mechanisms, and creation/provision of collaborative projects. Providing support for the teachers in terms of provision for necessary training and activities may highly affect the students' learning capabilities, hence SPED educators should seek the assistance of administrators (Koonkongsatian, 2017).

Conclusion

The main objective of this study is to develop a holistic-context-based special education teaching strategies program by exploring the challenges and teaching strategies of special education (SPED) teachers. The shared experiences of the teachers may be considered as one of the major areas in pursuing quality and accessible education for all. This study is useful in addressing certain issues to warrant true special education contributory to the national efforts of transformative education towards cultural transformation.

The findings of the study underpinned the following: (1) the teachers should provide strong motivation, classroom policies and consider the individual characteristics of SPED students in harnessing skills; (2) every teacher as a member of the group may be provided with opportunities to express their ideas and opinions to enhance their collaborative work to address monopoly decision-making process; and (3) modification of content learning and materials were effective for the achievement of the SPED students, however, the need for support creating teaching material and budgetary support. To propel progress and develop societies in the

context of contemporary societies, an educational system that guarantees no one is left behind is the core and cornerstone in sustaining social systems. Such an educational system has to be sensitive and sensible in all kinds, types, and forms of education; that is regular and special education.

SPED, just like regular education, is designed to harness all student's talents and abilities and showcase them for both personal and social welfare. Unlike traditional education, it is tailored to each student's unique requirements, ensuring that everyone has the same opportunity to advance their own idea of a good life as supported and protected by all democratic values. Special education responds to equality before the law and society, respect for every limitation as human, constructivism as the ultimate perspective to arrive at certain perspectives, and non-discrimination and equal opportunities as principles of access, not only in school but in the society at large. Society has the moral obligation and social responsibility to make better educational processes and systems in order to ensure life-long learning. Education serves as the key to establishing and developing necessary principles and mechanisms that would serve as catalysts for the genuine development of every human individual and human society.

The study has few participants since there was only one institution that offers trans-vocational and mainstream SPED programs in the Legazpi City Division. A larger scope like regional or national settings may provide unforeseen experienced-based information. Moreover, the results of this study may guide future researchers in exploring relevant teachers' experiences in SPED and in developing educational programs.



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