

## **Proficiency and Approaches in Teaching Children with Learning Disabilities among Filipino Teachers**

**Mike D. Sulio<sup>1</sup> & Matronillo M. Martin<sup>2\*</sup>**

<sup>1</sup>Faculty, Department of Education-Special Education, San Mateo, Isabela, PHILIPPINES

<sup>2</sup>College of Education, Ifugao State University Potia Campus, PHILIPPINES

\*e-mail: matt\_martin122680@yahoo.com

**Published:** 29 June 2022

**To cite this article (APA):** Sulio, M. D., & Martin, M. D. M. (2022). Proficiency and Approaches in Teaching Children with Learning Disabilities among Filipino Teachers. *EDUCATUM Journal of Social Sciences*, 8(1), 114-125. <https://doi.org/10.37134/ejoss.vol8.1.11.2022>

**To link to this article:** <https://doi.org/10.37134/ejoss.vol8.1.11.2022>

### **Abstract**

The main purpose of the study is to determine the approaches and proficiency of teachers in teaching children with learning disabilities in public elementary schools in San Mateo North and South District, Division of Isabela for the School Year 2019-2020. Descriptive survey was employed. The school heads and SpEd teachers were served as respondents. Mean, t-test and Spearman rank were used to analyze data. The results showed that the teachers teaching students with learning disabilities are proficient and often used different approaches. The teachers are knowledgeable about the applicable teaching approaches to be employed in teaching students with learning disabilities. Likewise, as to the extent of employing of approaches, these were evident as practiced by the teachers and as confirmed and observed by the school heads. School Heads and teachers have the same level of assessment in terms of the extent of approaches in teaching students with disabilities. The teachers are proficient in handling students with learning difficulties. In terms of teachers' proficiency, both teachers and school heads assessed the teachers as proficient. Therefore, they have the same level of assessment. Teachers frequently used the approaches as manifested by their level of proficiency except for content knowledge. Thus, proficiency of teacher in content knowledge do not depend on approaches being used. The teachers and school administrators shall attend trainings, workshops and conferences related to the varied teaching approaches applicable to the students with learning disabilities. The administrators and focal person of SPED in the district shall engage more related activities and trainings about the nature of content knowledge to be included in the curriculum of the special education to update the content and competencies.

**Keywords:** approaches, proficiency, inclusive education, learning disabilities, special education

### **INTRODUCTION**

Education aims to provide learnings and knowledge, also to enhance the skills and abilities of every student, to bring competence, and guide them with positive attitude and values despite of the disabilities. The Department of Education stresses on the principle "Education for All." Indeed, regardless of the status of an individual, there are rights and privilege to attend schooling.

A strong and solid early foundation in the child's formative years is a key to success in education and life (Alvarado, 2020). This is in relation with the main goal of Special Education. Sec. 14 of RA 7277 provides that the State "shall establish, maintain and support complete, adequate and integrated system of special education for the visually impaired, hearing impaired, mentally retarded persons and other types of exceptional children in all regions of the country."

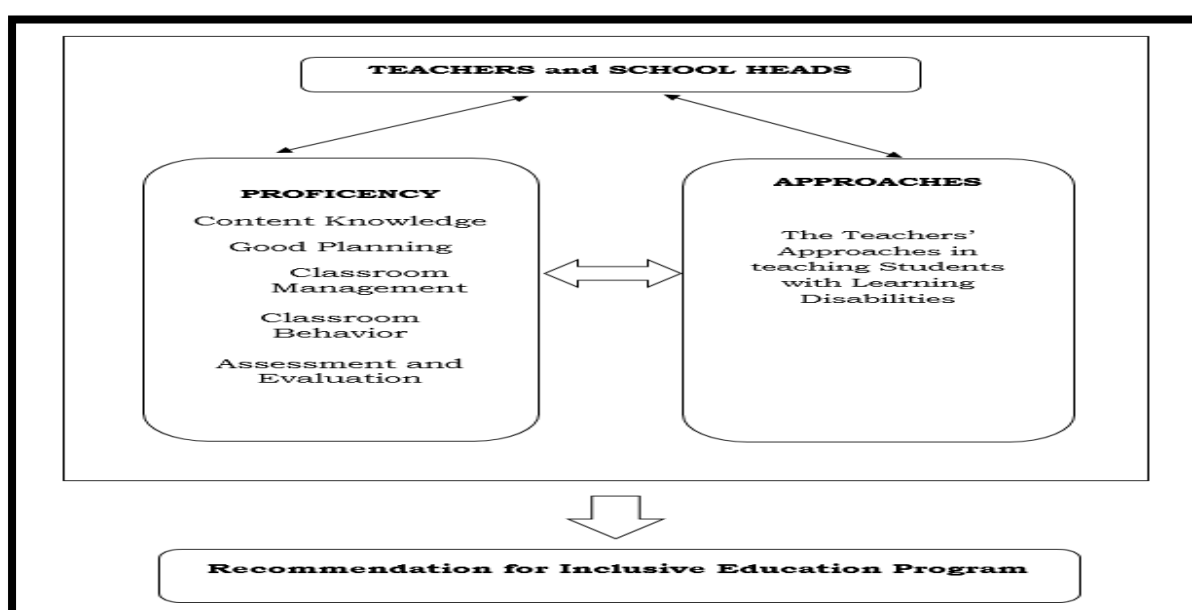
Relative to this, quality education considered as an important factor to produce competent professionals in order to build a strong nation and to bring out the best way to get along with global competition.

In the context of the implementation of SPED class, the roles of external stakeholders may include the consultation of relevant soft skills for curriculum improvement, development of pedagogies to successfully teach these skills to students, supervision of student and evaluation of the effectiveness of the skills development among LSENs (Chiang, 2021).

The purpose of the special education classroom setting is to provide more intensive, individualized attention to the students who most need it. However, even in special education classroom settings there can be a wide a range of skills levels and abilities. According to Connolly et al. (2012), differentiated instruction allows the teacher to meet the needs of every learner by providing students with multiple options for learning (p. 46). The purpose of this study was to further understand these teachers' restructuring process as well as offer suggestions to teachers who may want to try their newly-created teaching strategy in their own classrooms. Inclusion refers to the practice of students with disabilities (SWD) learning alongside their peers in general education classrooms (Gilhool, 2019). Thus, classrooms that engage in this practice can be referred to as being inclusive.

In this study, the social model of disability was anchored and patterned in terms of the teachers' proficiency and extent of employing different approaches in teaching students with learning disability. The social model of disability is defined as a theory that sees disability as a product of specific social and economic structures and aims to address issues of oppression and discrimination of disabled people that are caused by institutional forms of exclusion and by cultural attitudes embedded in social practices (Terzi, 2014). The social model believes that attitudinal and environmental barriers are the predominant obstacles existing in society: able-bodied people tend to fix their gaze on the disability of people rather than noticing their abilities (Mulvany, 2015).

The paradigm illustrates the interplay of the two components to arrive at desired goals which includes the teachers' proficiency and extent of employing approaches among the students with learning disabilities. The paradigm underscores the extent of the approaches with learning disabled students employed by the respondents; and level of proficiency of the respondents in teaching students with learning disabilities in terms of content knowledge, good planning, classroom management and classroom behavior. The process focuses on determining the approaches in teaching students with disabilities through administering the survey questionnaire, conducting unstructured interview and statistical analysis. Additionally, the output redounds to improve the approaches in teaching disabled students and proposed action plans in teaching disabled students.



**Figure 1.** Paradigm of the Study

The ultimate goal of special education in the public schools, according to the Special Education Division of DepEd, is the integration or mainstreaming of learners with special needs into the regular school system and eventually in the community, following the principles of The Salamanca Statement on Principles, Policy and Practice in Special Education. But, the great challenge of it is on how to apply the approaches on how to teach students with learning disabilities.

The researchers trying to venture on the different approaches applicable in teaching students with disabilities. It is high time to determine the suited teaching strategies, methods and approaches in teaching among students with disabilities. Hence, this research study.

## **OBJECTIVES OF THE STUDY**

Generally, the study aimed to determine the extent of practicing inclusive teaching strategies as perceived by teachers and school heads in public elementary schools in San Mateo North and South District, Division of Isabela for the School Year 2019-2020. Specifically, this study sought answers to the following questions: (1) What is the extent of using the teaching approaches to learners with special needs as perceived teachers and school heads? (2) Is there a significant difference in the perception of the school heads and teachers in the extent of using the teaching approaches to learners with special needs? (3) What is the level of proficiency of the teachers in teaching students with learning disabilities in terms of content knowledge, good planning, classroom management and classroom behavior?

## **METHODOLOGY**

This study utilized the descriptive-survey design to arrive at the answers to the research problems. Descriptive study attempts to determine the extent of a relationship between two or more variables using statistical data. In this type of design, relationships between and among a number of facts are sought and interpreted. This type of research will recognize trends and patterns in data. Survey was utilized to identify the extent of the utilization of the approaches and the level of proficiency of the teachers handling students with disabilities. Moreover, the survey was conducted in the local context of San Mateo North and South District among the teachers and the school heads. Also, all the school heads served as the respondents of the study using total enumeration technique.

Prior to administration of the questionnaire, validity test was established through ensuring expert and face validity of the questionnaire. Further, the reliability of the test was established through the test-retest method. The administration among selected respondents was followed after thorough and careful revisions of the questionnaire. The survey was carried out in three months with the close supervision of the researcher.

For the data gathering, the researcher administered the survey questionnaire. Moreover, the researcher requested informed consent to all the respondents prior to the administration of this study. The researcher conducted an informal interview to the respondents of the study to further gather information and to check and counter check the validity and reliability of the data gathered through the questionnaire. The interview was done during the retrieval of the questionnaire and in other instances as the case maybe. It was randomly conducted. After the gathering data, the researcher summarized, tallied and computed the result as basis for analysis and discussion. The researcher consulted his immediate supervisor in the preparation of the questionnaire. The questionnaire was prepared after an intensive review of the literature and studies that have bearing with the present study. It consisted two (2) parts. Part 1 includes the extent of the approaches with learning disabled students employed by the respondents while part 2 dovetails on level of proficiency of the respondents in teaching students with learning disabilities in terms of content knowledge, good planning, classroom management and classroom behavior.

Moreover, the draft was presented to his adviser for improvement of the questionnaire and its final acceptance, the questionnaire was validated by the supervisor through content validation and underwent through test – retest analysis and obtained high reliability score. The results of the test –retest were subjected to the reliability testing and the coefficient of 0.762 was obtained using Cronbach alpha which denotes that the instrument is reliable. Finally, the reproduction and distribution were followed.

On the other hand, **mean** was used to determine the perception of the respondents of the extent of the common indicators of learning-disabled students and the extent of the approaches with learning disabled students employed by the respondents and level of proficiency of the respondents in teaching students with learning disabilities. Additionally, **t-test** was utilized to determine the significant difference of the approaches and proficiency in teaching learning disabled students as perceived by the school heads and teachers

For the purpose of data analysis and qualitative interpretation, Five- Likert scale was used with corresponding values from 1 to 5 scales, one being the lowest and five being the highest.

## **RESULTS AND DISCUSSION**

### **The extent of using the teaching approaches to learners with special needs as perceived by teachers and school heads**

**Teachers.** Table 1 shows the mean of the extent of using the teaching approaches to learners with special needs as perceived by the teachers. It reveals that all the teachers “often” introduced the teaching approaches in handling students with special needs. It shows that the over-all mean is 4.29. This indicates that the teachers perceived themselves as proficient employing teaching approaches to learners with special needs. Moreover, “Be sure the problems assigned are not those for which you have already established appropriate answers but rather those that will allow gifted students to arrive at their own conclusions” obtained the highest mean of 4.38 while “Provide learning disabled students with frequent progress checks” obtained the lowest mean of 4.18 which both were interpreted as “often.” This means that the teachers should establish appropriate strategy for student with disabilities and those who are gifted.

Need to see quickly the relationship between what was taught and what was learned, encouraging gifted students to take on leadership roles that enhance portions of the classroom program and initiating differentiated instruction obtained the means of 4.37, 4.35 and 4.34, respectively. On the other hand, giving immediate feedback to learning disabled students and making activities concise and short, whenever possible were both obtained the mean of 4.32.

Additionally, providing oral instruction for students with reading disabilities obtained the mean of 4.31 while keeping emphasis on divergent thinking-helping gifted students focus on many possibilities rather than any set of predetermined answers obtained the mean of 4.30. Besides, employing lots of specific praise gained a mean of 4.29 while providing students with concrete objects and events-items they can touch, hear, smell, and other gained a mean of 4.27.

Furthermore, letting students to know how well they are progressing toward an individual or class goal and encouraging cooperative learning when possible, inviting students of varying abilities to work together on a specific project or toward a common goal were obtained the mean of 4.27. Letting students to know how well they are progressing toward an individual or class goal obtained the mean of 4.25 while making activities concise and short, whenever possible, long, drawn-out projects are particularly frustrating for a learning-disabled child obtained the mean of 4.24.

Likewise, plan to repeat instructions or offer information in both written and verbal formats and create an atmosphere in which a true "community of learners" is facilitated and enhanced were both gained a mean of 4.23. Presenting tests and reading materials in an oral format so the assessment is not unduly

influenced by lack of reading ability obtained a mean of 4.19. The results imply that the teachers teaching students with disabilities often introduced the different teaching approaches. This implicates that the approaches were not continually utilized and employed.

The findings supported the study of Alquraini (2010) that the special competencies of special educators are more than a collection of techniques and skills. They comprise a body of knowledge, methods, and philosophical tenets that are the hallmark of the profession. As professionals, special educators are dedicated to the optimal education of children with exceptionalities and they reject the misconception of schooling that is nothing but custodial care.

**Table 1.** The extent of using the teaching approaches to learners with special needs as perceived by teacher and school heads

Approaches in teaching students with disabilities	Mean		QD
	Teacher	School Head	
1. Initiate differentiated instruction	4.34	4.30	Often
2. Provide oral instruction for students with reading disabilities	4.31	4.37	Often
3. Provide learning disabled students with frequent progress checks	4.18	4.37	Often
4. Give immediate feedback to learning disabled students	4.32	4.48	Often
5. Make activities concise and short, whenever possible	4.32	4.30	Often
6. Present tests and reading materials in an oral format so the assessment is not unduly influenced by lack of reading ability.	4.19	4.26	Often
7. Let them know how well they are progressing toward an individual or class goal	4.25	4.30	Often
8. Need to see quickly the relationship between what was taught and what was learned.	4.37	4.41	Often
9. Make activities concise and short, whenever possible. Long, drawn-out projects are particularly frustrating for a learning-disabled child.	4.24	4.19	Often
10. Provide them with concrete objects and events-items they can touch, hear, smell, etc.	4.27	4.44	Often
11. Employ lots of specific praise.	4.29	4.44	Often
12. Plan to repeat instructions or offer information in both written and verbal formats.	4.23	4.22	Often
13. Encourage cooperative learning when possible. Invite students of varying abilities to work together on a specific project or toward a common goal.	4.27	4.33	Often
14. Create an atmosphere in which a true "community of learners" is facilitated and enhanced.	4.23	4.19	Often
15. Keep the emphasis on divergent thinking-helping gifted students focus on many possibilities rather than any set of predetermined answers.	4.30	4.26	Often
<b>OVERALL MEAN</b>	<b>4.29</b>	<b>4.35</b>	<b>Often</b>

**School Heads.** Table 1 reflects the mean and over-all mean of the extent of using the teaching approaches to learners with special needs as perceived by the school heads. It reveals that the over-all mean is 4.35. It indicates that all the teaching approaches to learners with special needs were rated “often” as perceived by the school heads.

It shows that the teacher makes it sure that the problems assigned are not those for which you have already established appropriate answers but rather those that will allow gifted students to arrive at their own conclusions obtained the highest mean of 4.63 which means “always.” This means that the school

heads observed their teachers establishing activities for the gifted students and other remedial activities for the learners with learning disabilities.

On the other hand, making activities concise and short, whenever possible. Long, drawn-out projects are particularly frustrating for a learning-disabled child and creating an atmosphere in which a true "community of learners" is facilitated and enhanced were both obtained the lowest mean of 4.19 which means "often." The remaining particulars as to the extent of the teaching approaches in handling learners with disabilities were rated "often." These indicators were rated based on the perceptions of the school heads. It implicates that as to the extent of the employing of these approaches, these were evident as practice by the teachers.

The result is in line to the study of Bender, et al. (2015) distributed a survey to "mainstream" teachers to examine the links between the attitudes of teachers and the types of instructional practices used in the classroom. They found positive correlations between the abilities of the learners on methods for teaching students with disabilities and teachers' attitudes toward educating students with disabilities in general education settings.

**Significant difference in the perception of the school heads and teachers in the extent of using the teaching approaches to learners with special needs**

The table 2 shows the difference of the assessment of teachers and school heads as to the extent of use of teachers of the different approaches. Result shows that both teachers and school heads assess the use of approaches as often. It means they have the same level of assessment. School heads confirm that teachers utilize the different approaches as "often" use as also stated by the teachers.

The results contradict the study of Dawson and Scott (2016) about the attitudes and strategies of both teachers and school heads toward students with disabilities and their inclusion in the general education setting. It indicates that teachers have more positive perceptions of disability and inclusion are more likely to use strategies to support the participation of all students, including those with disabilities, within the general education classroom.

This implicates that the teachers have more experiences and much aware the real consequences on how to employ teaching approaches applicable among learners with disabilities.

**Table 2.** Significant difference in the perception of the school heads and teachers in the extent of using the teaching approaches to learners with special needs

<b>Respondent</b>	<b>Mean</b>	<b>QD</b>	<b>t-value</b>	<b>p-value</b>	<b>Remarks</b>
School Heads	4.35	Often	2.07	0.052	No Significant Difference
Teachers	4.29	Often			

**The level of proficiency of the teachers in teaching students with learning disabilities as perceived by the teachers and school heads**

**Content Knowledge.** Table 3 reveals the level of proficiency of the teachers in teaching students with learning disabilities as perceived by the teachers and school heads in terms of content knowledge. It shows that the over-all means for school heads and teachers were 4.30 and 4.32, respectively. This means that the teachers level of proficiency in terms of content knowledge is "proficient."

As to school heads, using a variety of activities during each class period obtained the highest mean of 4.37 while providing drill in a variety of ways obtained the lowest mean of 4.15. As to teachers, it reveals that using a variety of activities during each class period, using visual aids such as film,

filmstrips and transparencies, appealing to more than one sense at a time, providing drill in a variety of ways, conducting experiment with new type of materials, and providing slow learner with numerous opportunities for review were obtained the means of 4.40, 4.38, 4.33, 4.31, 4.28, and 4.24, respectively. It denotes that in terms of content knowledge, teachers rated themselves as “proficient.” The result implies that school heads confirm that teachers were “proficient” in the level of proficiency in teaching students with disabilities as also rated by the teachers. This is in line with the study of Gonzales (2020) that it has likewise challenged schools to be more transformative to be able to enable students to develop analytical thinking, problem solving skills, partnership, and innovativeness.

**Table 3.** The mean and over-all mean of the level of proficiency of the teachers in teaching students with learning disabilities as perceived by the teachers and school heads in terms of content knowledge

Content Knowledge	School Heads		Teachers	
	Mean	QD	Mean	QD
1. Use a variety of activities during each class period	4.37	Proficient	4.40	Proficient
2. Provide drill in a variety of ways	4.15	Proficient	4.31	Proficient
3. Provide slow learner with numerous opportunities for review	4.19	Proficient	4.24	Proficient
4. Appeal to more than one sense at a time.	4.41	Proficient	4.33	Proficient
5. Experiment with new type of materials	4.33	Proficient	4.28	Proficient
6. Use visual aids such as film, filmstrips and transparencies	4.33	Proficient	4.38	Proficient
<b>Over-all Mean</b>	<b>4.30</b>	Proficient	<b>4.32</b>	Proficient

The result of the study supported by the findings of Connolly et al. (2015) concluded that the teachers restructured their classroom in a way that facilitated differentiated instruction and resulted in increased learning. The four-part classroom instructional model clearly helped the students learn in a more purposeful way. As teacher handling students with disabilities, excellent performance and level of knowledge must consider to facilitate learning. Moreover, assessment in a learning process is important and is the basis for students to get the results of the categories or scores learned. The ideal assessment is done according to the ability of each individual which can be deferred to as authentic assessment (Fathurohman & Cahyaningsih, 2021).

**Table 4.** The mean and over-all mean of the level of proficiency of the teachers in teaching students with learning disabilities as perceived by the teachers and school heads in terms of good planning

<b>Good Planning</b>	<b>School Heads</b>		<b>Teachers</b>	
	<b>Mean</b>	<b>QD</b>	<b>Mean</b>	<b>QD</b>
1. Plan to conduct home visitation and consultation	4.22	Proficient	4.32	Proficient
2. Plan for the provisions of modern facilities and equipment in teaching LWDs	4.44	Proficient	4.31	Proficient
3. Presence of cooperation among the parents in planning	4.37	Proficient	4.29	Proficient
4. Plan that LWDs feel that they belong	4.22	Proficient	4.25	Proficient
5. Plan to assist the pupils who fall short in their achievement	4.26	Proficient	4.28	Proficient
6. Plan in giving consideration to LWDs who are moody sometimes in coming to school	4.26	Proficient	4.26	Proficient
<b>Over-all Mean</b>	<b>4.30</b>	<b>Proficient</b>	<b>4.28</b>	<b>Proficient</b>

**Good Planning.** Table 4 reflects the mean and over-all mean of the level of proficiency of the teachers in teaching students with learning disabilities as perceived by the teachers and school heads in terms of good planning. It clearly shows that all the particulars in terms of good planning were rated “proficient” as perceived both by the school heads and teachers. It reveals that the over-all means for school heads and teachers were 4.30 and 4.32, respectively. This indicates that the level of proficiency of the teachers in teaching students with disabilities in terms of good planning is “proficient” as confirms by the school heads.

As to school heads, planning for the provisions of modern facilities and equipment in teaching obtained the highest mean of 4.44 while presence of cooperation among the parents in planning obtained the second highest mean of 4.37 which both equated “proficient.” On the other hand, plan in giving consideration to LWDs who are moody sometimes in coming to school and plan to assist the pupils who fall short in their achievement were both obtained the mean of 4.26 which interpreted as “proficient.” Further, plan to conduct home visitation and consultation and plan that LWDs feel that they belong were both gained the lowest mean of 4.22 which is also equated as “proficient.”

As to teachers, plan to conduct home visitation and consultation, plan for the provisions of modern facilities and equipment in teaching LWDs, presence of cooperation among the parents in planning, plan to assist the pupils who fall short in their achievement, plan in giving consideration to LWDs who are moody sometimes in coming to school and plan that LWDs feel that they belong were obtained the means of 4.32, 4.31, 4.29, 4.28, 4.26, and 4.25, respectively. This implicates that they rated themselves “proficient” in terms of good planning. The result implies that in terms of good planning, the teacher’s level of proficiency is “proficient” which means that teachers lead colleagues in professional discussions to plan and implement strategies that enrich teaching practice to help the learners with disabilities to cope with their difficulties.

The findings of the study stressed out on the planning and transparency give us clarity, direction, and most important a basis for sound decision making in teaching students with learning difficulties (Lee, 2015).



**Table 5.** The mean and over-all mean of the level of proficiency of the teachers in teaching students with learning disabilities as perceived by the teachers and school heads in terms of classroom management and organization

Classroom management and organization	School Heads		Teachers	
	Mean	QD	Mean	QD
1. Include learners in creating routines, norms and consequences	4.25	Proficient	4.31	Proficient
2. Design a safe, friendly and well-managed classroom environment.	4.38	Proficient	4.38	Proficient
3. Always be calm, fair and consistent	4.25	Proficient	4.25	Proficient
4. Create a variety of communication channel	4.21	Proficient	4.21	Proficient
5. Know the pupils you teach	4.25	Proficient	4.25	Proficient
6. Address conflict quickly and wisely.	4.25	Proficient	4.28	Proficient
7. Partners with parents	4.25	Proficient	4.3	Proficient
<b>Over-all Mean</b>	<b>4.26</b>	<b>Proficient</b>	<b>4.28</b>	<b>Proficient</b>

**Classroom Management and Organization.** Table 5 reflects the mean and over-all mean of the level of proficiency of the teachers in teaching students with learning disabilities as perceived by the teachers and school heads in terms of classroom management and organization. It clearly shows that all the indicators were rated “proficient” for both school heads and teachers. This raises an issue that the teachers must be very proficient in handling students with disabilities in terms of classroom management and organization. The result implies that the teachers were proficient in creating a well-managed classroom environment, know how to create variety of communication channel, address conflict quickly and has the ability to partner with the parents of the students with disabilities. The result of the study contradicts the statement of Bullocks (2015) that the teachers in the primary schools showed negative attitude in handling pupils with disabilities in the regular classes. This indicates that the students with learning disabilities must be given consideration and special treatment with the help of their parents.

**Table 6.** The mean and over-all mean of the level of proficiency of the teachers in teaching students with learning disabilities as perceived by the teachers and school heads in terms of classroom behavior

Classroom Behavior	School Heads		Teachers	
	Mean	QD	Mean	QD
1. Learners clearly understand what is expected to them.	4.44	Proficient	4.30	Proficient
2. Instruction should be adapted to individual needs.	4.44	Proficient	4.34	Proficient
3. Misbehavior can be minimized by generally skillful teaching	4.22	Proficient	4.24	Proficient
4. Recognize individual differences	4.30	Proficient	4.30	Proficient
5. Capitalize upon present learner’s interest	4.15	Proficient	4.24	Proficient
6. Setting limits	4.22	Proficient	4.37	Proficient
<b>Over-all Mean</b>	<b>4.31</b>	<b>Proficient</b>	<b>4.31</b>	<b>Proficient</b>

**Classroom Behavior.** Table 6 reflects the mean and over-all mean of the level of proficiency of the teachers in teaching students with learning disabilities as perceived by the teachers and school heads in terms of classroom behavior. It clearly shows that all the particulars in terms of classroom behavior were rated “proficient” as perceived both by the school heads and teachers. School heads and teachers were both obtained the over-all mean of 4.31 denotes that the teachers in teaching students with learning disabilities “proficient” in the level of proficiency.

As to school heads, instruction should be adapted to individual needs and learners clearly understand what is expected to them were both obtained the highest mean of 4.44. On the other hand, capitalize upon present learner’s interest obtained the lowest mean o 4.15. Recognizing individual differences obtained the mean of 4.30 which interpreted as “proficient.” Additionally, misbehavior can be minimized by generally skillful teaching and setting limits were both obtained the mean of 4.22 which also equated as “proficient.”

With regard to the teachers, setting limits obtained the highest mean of 4.37. Instruction should be adapted to individual needs and learners clearly understand what is expected to them were both obtained the mean of 4.30. On the other hand, misbehavior can be minimized by generally skillful teaching and capitalize upon present learner’s interest were both obtained the lowest mean of 4.24.

The results imply that the level of proficiency of the teachers teaching students with learning difficulties in terms of classroom behavior is proficient which confirms by their school heads.

The finding of the study supported the statement of Glavin (2012) that the behavioral classroom problems may appear as a result of: inappropriate skills which students learn, choosing inappropriate time for learning, and the restricted learning opportunities offered to students.

### **The Proposed Program to improve the teaching approaches and level of proficiency of the teachers teaching students with learning disabilities**

The proposed program to address the major concerns in the level of proficiency and approaches employed by the teachers handling students with disabilities. The indicators in every aspect which obtained the least weighted mean are chosen to be the main focus of the program for improvement. The plans and the suggested activities to be done, the persons to be involved and responsible in its employment and the success indicators for each aspect is shown in the table. This program aims to enhance the identified concerns in specific areas for the students’ better learning and performance and the level of proficiency of the teachers.

Based on the findings of the study, it is in dire need to introduce program to enhance the level of proficiency and approaches of the teachers handling students with learning disabilities. This programs also introduce activities to enhance the level of proficiency of the teachers in terms of content knowledge, good planning, classroom management and organization, classroom behavior, assessment and evaluation.

Thus, the “**Inclusive Education Enhancement Program**” is designed to help the SPED teachers or teachers handling students with learning disabilities enhance their proficiency in teaching and employ the applicable approaches among the students with learning disabilities.

The program shall be used as an innovative work plan to enhance the level of proficiency of the SPED teachers and employ the applicable. Thus, the program may be performed and/or be done by the implementers specifically the school heads and the focal person of the Special Education (SPED) in the district office.

## **CONCLUSIONS**

Based on the findings of the research study, the following conclusions were drawn: The teachers are knowledgeable about the applicable teaching approaches to be employed in teaching students with learning disabilities. Likewise, as to the extent of the employing of approaches, these were evident as practice by the teachers has been observed by the school head; School Heads and teachers have the same level of assessment in terms of the extent of approaches in teaching students with disabilities; The teachers are proficient in handling students with learning difficulties; In terms of teachers' proficiency, both teachers and school heads assess the teachers as proficient. Therefore, they have the same level of assessment; and Teachers are using frequently the approaches as manifested by their level of proficiency except for content knowledge. Thus, proficiency of teacher in content knowledge do not depend on approaches of teachers.

## **RECOMMENDATIONS**

In the light of the findings and conclusions drawn from the results of the study, the following recommendations will be considered: The school administrators shall include teaching approaches in teaching students with learning disabilities as one of the research agenda to determine the effectivity of the varied teaching approaches to be employed among students with learning disabilities; The teachers and school administrator shall attend trainings, workshops and conferences related to the varied teaching approaches applicable to the students with learning disabilities; The administrators and focal person of SPED in the district shall engage more related activities and trainings about the nature of content knowledge to be included in the curriculum of the special education to update the content and competencies knowledge of the teachers teaching students with disabilities; In order to help the teachers handling students with disabilities become highly proficient, the school head shall strictly monitor the performance of the teachers using appropriate tool and give incentives among teachers; The school head with SPED center shall conduct in-service training, SLAC Session and Learning Action Cell (LAC) session for teachers who are teaching students with disabilities to increase their level of proficiency and be updated to the trends of teaching approaches; and Further studies related to level of proficiency and approaches in teaching students with learning disabilities may be recommended using other variables and locale.

## **REFERENCES**

- Alquraini, T., (2010). Special Education in Saudi Arabia: Challenges, Perspectives, Future Possibilities. *International Journal of Special Education*, 25(3), pp. 139-14
- Alvarado, A. E., & Lopez, Jr., M. R. (2020). Implementation of Omnibus Policy on kindergarten education. *Asian Journal of Assessment in Teaching and Learning*, 10(2), 34-54. <https://doi.org/10.37134/ajatel.vol10.2.5.2020>
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Washington, DC: Author.
- Bender, W., Vail, O., & Scott, K. (2015). Teachers' attitudes toward increased mainstreaming: Implementing effective instruction for students with learning disabilities. *Journal of Learning Disabilities*, 28 (2),87-94.
- Bullocks, K. L. (2015). The Nature of the Students with Learning Disabilities in the Basic Education. *Journal of Learning Disabilities*. 25 (2). 93-101.
- Chiang, W. S. (2021). Involvement of External Stakeholders in Designing Pedagogy for Experiential Learning at University Level: A Case Study. *EDUCATUM Journal of Social Sciences*, 7(2), 45-56. <https://doi.org/10.37134/ejoss.vol7.2.5.2021>
- Connolly, M., Patterson, J., & Ritter, S. (2015). Restructuring the inclusion classroom to facilitate differentiated instruction. *Middle School Journal*. 41(1), 46-52.
- Connolly, M., Patterson, J., & Ritter, S. (2012). Restructuring the inclusion classroom to facilitate differentiated instruction. *Middle School Journal*. 41(1), 46-52.

- Dawson, H., & Scott, L. (2016). Teaching students with disabilities efficacy scale: Development and validation. *Inclusion*, 1(3), 181-196.
- Fathurohman, I., & Cahyaningsih, R. D. (2021). Development of Authentic Assessment Instrument for Improving Extensive Capacity of Metacognitive Perspective. *Asian Journal of Assessment in Teaching and Learning*, 11(1), 3-21. <https://doi.org/10.37134/ajatel.vol11.1.2.2021>
- Gilhool, T. K. (2019). The right to an effective education: From Brown to P.L. 94-142 and beyond. In D. Lipsky & A. Gartner (Eds.), *Beyond separate education: Quality education for all* (pp. 243-253). Baltimore: Paul H. Brookes.
- Glavin P. (2012). *Behavioral Strategies for Classroom Management*. Columbus, Ohio: Charles E. Merrill Publishing Company. Bell and Howell Company.
- Gonzales, N. A. P. (2020). 21st Century Skills in Higher Education: Teaching and Learning at Ifugao State University, Philippines *Asian Journal of Assessment in Teaching and Learning*, 10(2), 72-81. <https://doi.org/10.37134/ajatel.vol10.2.8.2020>
- Lee, V. E. (2015). Restructuring LWDs for Equity and Excellence: What Works? Who does? *Harvard Educational Review*, 71(4), 766-67.
- Mulvany, J. (2015). Disability, impairment or illness? The relevance of the social model of disability to the study of mental disorder. *Sociology of Health and Illness*, 22(5), 582-601. Retrieved from Academic Research Library database.
- Terzi, L. (2014). The social model of disability: A philosophical critique. *Journal of Applied Philosophy*, 21(2), 7-9. Retrieved from Academic Research Library database